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By-Coffelt, John J.; And Others

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This report contains the findings, conclusions and recommendations that emerged from a study of "Functions and Goals of Oklahoma Higher Education." Many individuals and groups were involved in the process which culminated in this report, including a 600-member citizens' group, a special 140-member citizens' advisory committee, several hundred college faculty members, selected students from Oklahoma colleges and universities, presidents of all Oklahoma colleges, and alumni from the various institutions. Chapter 1 presents the report's scope, procedures, limitations and organization. Chapter 2 gives an historical account of the creation of Oklahoma's colleges and universities and provides a summary description of their original functions. Chapter 3 discusses current and suggests some future functions of the institutions. Chapter 4 sets forth the goals toward which the colleges and universities should work in the next 10-20 years. Chapter 5 summarizes the conclusions and presents recommendations. Appendices contain tabulated responses to a questionnaire asking: who should go to college: what kinds of post-high school opportunities should the state provide: who should bear the costs: what should the institutions do to support industrial development, help solve social problems, and promote cultural development in Oklahoma. (JS)

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GOALS FOR
OKLAHOMA HIGHER EDUCATION

SELF-STUDY OF HIGHER EDUCATION IN OKLAHOMA—REPORT 8

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Prepared by

John J. Coffelt

Dan S. Hobbs

A. J. Brumbaugh, Consultant

HE001 129

Oklahoma State Regents For Higher Education
State Capitol, Oklahoma City

September, 1966

Foreword

The long-range goals that individuals and social organizations set for themselves are all-important, since they not only give meaning and a sense of direction to the personal or corporate enterprise, but they also serve as a yardstick to measure its relative success or failure. Where there is no goal, there can be no adherence to principle, no consistent behavior, no means of discriminating between the better and the best. It is axiomatic that an individual who embarks upon a journey without a predetermined destination will not know when he has arrived. In like manner, organizations and social institutions without generally recognized and accepted goals will be unable to measure either their progress or ultimate effectiveness.

This report on *Goals for Oklahoma Higher Education* contains the findings, conclusions, and the recommendations that have emerged from the study of Problem Area # 1, "Functions and Goals of Oklahoma Higher Education", of the State Regents' Self-Study of Higher Education in Oklahoma. It sets forth the goals toward which colleges and uni-versities in the state should strive within the next ten to twenty years, and suggests functions that institutions should perform as the State System seeks to achieve these goals.

Many individuals and groups were involved in the process which culminated in this document, including a 600-member citizens' group, a special 140-member Citizens' Advisory Committee on Goals for Higher Education, several hundred faculty members in higher education, selected students from Oklahoma colleges and universities, the presidents of all Oklahoma colleges, both public and private, and alumni from the various institutions.

Particular recognition is due the ten members of the Problem Area Advisory Committee, who counseled and assisted the research staff in the organization of the study, in the assessment of the data obtained through the various research instruments, and the structuring of the preliminary findings. The names of these individuals, along with their institutional affiliations and titles, appear in the front of this report. It should be emphasized that while the Committee was unanimous in its endorsement of the goals contained in Chapter Four, the same unanimity did not prevail with respect to all of the recommendations contained in Chapter Five. In some instances, the Committee did not concur with the recommendations as finally approved by the State Regents.

In this same connection, the Primary Advisory Committee, made up of presidents from the eighteen state-supported colleges and four private institutions, unanimously recommended the adoption of the higher education goals as presented in this report, but passed on to the State Regents without action some of the recommendations which appear in Chapter Five.

Special recognition and thanks are due Dr. A. J. Brumbaugh, Consultant to the Southern Regional Education Board, who served as Special Consultant to the research staff in the study of this problem area. In addition to his involvement as Special Consultant, Dr. Brumbaugh was also responsible for the preliminary drafts of Chapter Three, "Functions of Oklahoma Colleges and Universities," and Chapter Four, "Higher Education Goals in Oklahoma." Acknowledgement and thanks are also due the Southern Regional Education Board, who made Dr. Brumbaugh's services available.

Appreciation is also expressed to Dr. Herbert Hengst, University of Oklahoma, for his design of the survey instrument used to solicit opinions of educators and citizens on the goals of Oklahoma Higher Education, and for his summary of the data which appears in this report as Appendix C.

E. T. Dunlap
Chancellor

Previous Publications of

THE SELF-STUDY OF HIGHER EDUCATION IN OKLAHOMA

Report 1, *Organization and Plan for the Self-Study of Higher Education in Oklahoma*, by John J. Coffelt, January, 1962.

Report 2, *Selecting, Retaining and Utilizing Higher Education Faculties in Oklahoma*, by John J. Coffelt, December, 1962.

Report 3, *Oklahoma Higher Education Enrollments and Projections*, by Dan S. Hobbs and John J. Coffelt, February, 1963.

Report 4, *Financing Current Operating Costs of Higher Education in Oklahoma*, by Charles R. Walker and John J. Coffelt, March, 1963.

Report 5, *Physical Facilities for Higher Education in Oklahoma*, by Charles R. Walker and John J. Coffelt, December, 1964.

Report 6, *Medical Education in Oklahoma*, by John J. Coffelt, June, 1965.

Report 7, *Higher Education Opportunities and Needs in Oklahoma*, by Dan S. Hobbs, September, 1965.

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East Central State College
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* Resigned prior to the completion of the study to become Vice-President for Academic Affairs at Southern Illinois University.

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North Central Association
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Chapter I

Introduction

Colleges and universities, like other social institutions, do not spring ex *nihilo*, but come into being at a particular time and place in response to a specific set of societal needs. As societal needs change, institutions must also change; else, they fossilize and become stumbling blocks in the path of social evolution. Whenever old and encrusted institutions fail to respond to current needs, they are usually bypassed in favor of new and more streamlined institutions. It is therefore vital that established colleges and universities attune themselves to the current order, rather than continue to serve the needs of a society long since departed.

During the years between the founding of Oklahoma's network of higher education institutions and the present time, a number of societal changes have significantly affected the functions of the various colleges within the state. Whereas Oklahoma was predominantly rural, heavily dependent upon agriculture, and economically depressed only a generation ago, these conditions no longer prevail. In fact, the opposite is now true.

Perhaps the most important change which has occurred since World War II has been the rural-to-urban migration of the state's population. Currently, one-half of Oklahoma's citizens are concentrated in a 25-mile-wide corridor running diagonally from northeast to southwest, an area containing the state's three largest cities — Tulsa, Oklahoma City, and Lawton — which together turn out about 50 per cent of the state's high school graduates. Over the past decade and a half, these three urban centers have grown by more than 25,000 people each year, whereas the remainder of the state has continued to lose population each year.

Demographic changes of this magnitude have created no small degree of social turmoil within the state. The people who have moved from the farms and the small towns to the cities have had to adjust to a new way of life, including new jobs, new neighborhoods, new moral and social standards, and new political realities. Also, the rural areas which have been decimated by the departure of their former residents have had to make adjustments on a similar scale.

Not only have the people moving into the central cities exerted tremendous pressures on local school systems, hospitals, housing facilities, police departments, transportation systems, and the like, they have also caused a tidal wave of students to descend upon those institutions of higher learning located near the urban centers. With few exceptions other colleges located in areas of declining population, while continuing to grow, have grown at a relatively slower pace.

Not only has the population shift had an effect on the size and crowdedness of institutions, but the resultant change in the state's economy from agricultural to industrial has also created the need for modifying the basic tasks of colleges and universities. The more progressive institutions have already made significant adjustments in their curricula to shift from a rural economy and outlook to an orientation more compatible with an urban and industrial society. Unfortunately, not all institutions have as yet been able to make this transition. Much additional modification will be necessary if the challenges of the present day are to be met.

The foregoing are only a few of the influences which have created the need for a re-examination of the functions and the goals of Oklahoma colleges and universities. No mention has been made of such things as the future impact of technology on higher education, nor the impact of new government programs such as Upward Bound, the National Teacher Corps, the Arts and Humanities Foundation, Medicare, and the like. With the burden of these and similar programs added to those for which higher education is already responsible, institutions and state systems alike will need to re-examine their present purposes and functions to make sure that the limited resources available to higher education are being utilized properly in the light of present problems and needs.

It will be the purpose of this report to suggest the goals of Oklahoma higher education for the next decade; to review the historic functions of Oklahoma colleges and universities, both public and private; to examine the present functions and purposes of institutions in the light of current conditions; and to make recommendations with regard to the achievement of Oklahoma's goals for higher

education through efficient and effective assignment of functions and allocation of societal resources.

Scope of the Report

This report contains the findings, conclusions, and recommendations that have emerged from the study of Problem Area 1, "Functions and Goals of Oklahoma Higher Education," of the State Regents' Self-Study of Higher Education in Oklahoma. It sets forth goals for which colleges and universities in the state should strive within the next ten to twenty years, and suggests the specific functions that institutions should perform as the State System seeks to achieve these goals.

The report encompasses both the eighteen state colleges and universities and the sixteen municipal and private colleges and universities in Oklahoma. A list of the participating institutions and institutional abbreviations used in this report is included as Appendix A.

Procedures

The general procedures being followed in conducting the Oklahoma Self-Study of Higher Education are reported in detail in the State Regents' publication, *Organization and Plan—Report 1.*[1] These procedures have been followed carefully throughout the completion of this report. Data basic to this particular report were obtained and analyzed in the following manner.

In May of 1964, a ten-member advisory committee was appointed to counsel with the Research Staff regarding the breadth and scope of research needed, procedures to be followed, data to be obtained, and preliminary findings. At its first meeting, plans were formulated for sponsoring a state-wide educational television (ETV) conference for the purpose of obtaining the ideas and opinions of people about future goals for Oklahoma higher education.

On June 6, more than 600 citizens met in five regional conferences located throughout the state. These conference centers were linked by tele-lecture (long-distance telephone lines) and by open circuit, live television via the Oklahoma Television Authority's channels 13 in Oklahoma City and 11 in Tulsa. From this day-long conference came the opinions of several hundred citizens regarding the goals of Oklahoma higher education.

In July, a special Citizens' Advisory Committee on Goals for Higher Education in Oklahoma was appointed, which included 140 leading citizens, most of whom had participated in the June 6 ETV conference. A summary of the June 6 conference was mailed all members of this advisory committee, and on September 25 they met in a day-long conference at Norman, Oklahoma to present their ideas regarding future higher education goals for the state.

In November of 1964, an opinionnaire was developed for the purpose of obtaining the opinions of college faculties, college students, and recently graduated alumni of Oklahoma institutions about appropriate functions and goals for Oklahoma higher education. A copy of the opinionnaire and the responses of these groups are included as Appendix B.

In February of 1965, an opinionnaire was mailed to the president of each institution of higher learning in Oklahoma for the purpose of obtaining his opinions regarding (1) the basic functions of individual institutions, (2) functions that should be added, and (3) functions that should be modified or discontinued. Presidents were also asked to indicate those instructional programs that should be added to the curriculum by 1975, and those that they anticipated would be needed sometime after 1975. A summary of their responses is included as Appendix C.

During March of 1965, a preliminary report on functions and goals was prepared and reviewed by the Advisory Steering Committee and the Primary Advisory Committee. The revised report was considered by the State Regents on September 19, 1966, and adopted. Thus, the recommendations contained herein reflect the considered judgments of a great number of individuals engaged in higher education, both in Oklahoma and at the national level. The implications for the future of Oklahoma higher education that are pointed out in this report thus are a synthesis of many opinions and ideas rather than the judgment of any single individual.

Limitations

The self-study technique commmonly used by institutions of higher learning in their efforts to upgrade institutional quality and effectiveness makes use of seven basic questions, the answers to which

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[1] *Self-Study of Higher Education in Oklahoma*, Oklahoma State Regents for Higher Education, Oklahoma City, Oklahoma, January, 1962.

provide a basis for drawing conclusions and formulating judgments. The first question to be answered relates to the educational tasks, or "goals" of the institution. With these goals formulated, other questions then focus upon such matters as organizational structure, students, faculty, and resource requirements for the accomplishment of these goals.

In the Oklahoma Self-Study of Higher Education, this design was modified so that the goals would emerge from information gathered about Oklahoma higher education rather than let the goals shape the gathering and interpretation of data. The decision to shape the goals for Oklahoma higher education late in the study imposes a limitation of sorts in that it tempers the framing of the goals in terms of existing problems and conditions. Ideally, the statement of goals should flow from philosophical commitments rather than the exigencies of the time. However, the review and evaluation of the Self-Study reports to be made by a non-Oklahoma panel of consultants and the subsequent development of a long-range master plan should counterbalance this limitation.

Organization of the Report

This document is comprised of five chapters, organized as follows: Chapter I introduces the report and sets forth its scope, procedures, limitations and pattern of organization.

Chapter II gives an historical account of the creation of Oklahoma's colleges and universities, and provides a summary description of their original functions. Chapter III is devoted to a discussion of the current functions of institutions in Oklahoma higher education, and raises some issues with respect to future functions which these institutions should serve.

Chapter IV sets forth the goals of Oklahoma higher education, as arrived at by various groups of Oklahoma citizens, higher education faculty and students, college administrators, higher education consultants from outside Oklahoma, and others who participated in this study.

Chapter V summarizes the conclusions and presents the recommendations which evolved from this study on the Functions and Goals of Oklahoma Higher Education, Report 8 of the State Regents' Self-Study.

Chapter II

A Summary of the Creation and Establishment of Oklahoma Colleges and Universities

It is extremely difficult to comprehend the present system of higher education in Oklahoma without some prior knowledge of territorial and state history. What is now the State of Oklahoma was originally comprised not of one territory, but of two: Oklahoma Territory occupied what is now the central and western portions of the state, with the Indian Territory lying to the east.

Indian Territory was the home of the Five Civilized Tribes, who by 1860 had evolved a culture which was in many respects superior to that in the surrounding frontier states, a culture which included a rather comprehensive system of education. Each of the Indian nations made early provision for public education, including some higher education. In 1846, the Cherokees created two seminaries for advanced students, one for men and one for women. By 1848, the Choctaws had nine boarding schools supported by tribal funds. Also, the Choctaws took advantage of that clause in their Removal Treaty providing that 40 youths should be educated annually at schools in the East. The Creeks subsidized mission schools within their nation and had public schools as well. Because of the interest of the tribal governments in education, it is probable that the Indian youth of the Five Civilized Tribes had better educational facilities than did the children of the whites in the frontier states of the West.

In all, before statehood, there were 45 Indian schools established in the two territories, the majority of which were located in Indian Territory.[1] It is thus not surprising that one of the initial acts of the First Territorial Legislature in Oklahoma Terri-

[1] Edwin C. McReynolds, Alice Marriott, and Estelle Faulconer, *Oklahoma: The Past and the Present*, The University of Oklahoma Press, 1961, p. 208.

tory was to provide a system of education for the citizens in central and western Oklahoma equal to that which had already been achieved by the tribal governments in the Indian Territory.

By the time that Oklahoma and the Indian Territories merged in 1907 to form the State of Oklahoma, Oklahoma Territory was operating a state university, a land-grant college, three normal colleges, a Negro land-grant agricultural and normal school, and a university preparatory school. It was not until 1908 that old Indian Territory received its first state institution of higher learning.

After statehood, the first few legislatures attempted to balance those institutions already operating in Oklahoma Territory with an equal network of state institutions in the Indian Territory. How well they succeeded is indicated by the fact that by 1919, a total of 20 institutions had been created, 10 of which were located in Oklahoma, and 10 in Indian Territory. Thus, Oklahoma's present system of higher education is actually a synthesis of two parallel systems. This helps to account for some of the duplication of institutions and effort which has plagued Oklahoma higher education in the past. Conversely, it also helps to account for the fact that Oklahoma is now among the leading states in the nation in the provision of higher education opportunity for its citizens.

The following tabulation illustrates the division of institutions between the twin territories.[2]

[2] Oklahoma State Regents for Higher Education, *A System of Higher Education for Oklahoma*, 1942, p. 72.

Oklahoma Territory

1. University of Oklahoma at Norman (1890)
2. Oklahoma A&M College at Stillwater (1890)

Three normal schools:

3. Central at Edmond (1890)
4. Northwestern at Alva (1897)
5. Southwestern at Weatherford (1901)

Three agricultural schools:

6. Helena (1908)
7. Lawton (1908)
8. Goodwell (1908)
9. University preparatory school at Tonkawa (1901)
10. Colored A. and M. University at Langston (1897)

It will be noted that two secondary agricultural schools — one in Oklahoma Territory at Helena, and one in Indian Territory at Broken Arrow — were discontinued not long after their creation in 1908, reducing the number of state-supported institutions to the present figure of 18.

The remainder of this chapter will be devoted to an account of the establishment of the various colleges and universities in Oklahoma. Also, the original functions of these institutions will be examined in order to trace their evolution from the time of creation to the present.

The State Colleges and Universities

The first land opening in the Oklahoma Territory took place on April 22, 1889, which resulted in the settling of the area now occupied by six central Oklahoma counties: Logan, Oklahoma, Cleveland, Canadian, Kingfisher and Payne. On May 2, 1890, President Grover Cleveland signed the Organic Act setting up the territorial government. It was only a few months later that the initial territorial legislature created three institutions of higher learning — a state university to be located at Norman, an agricultural and mechnical college at Stillwater; and a normal college at Edmond.

In creating three separate institutions instead of combining the functions of all three into one comprehensive state university — as in the neighboring states of Arkansas and Missouri — the founding fathers set a precedent which said in effect that higher education in Oklahoma should be decentralized, rather than concentrated in one or a few geo-

Indian Territory

1. Oklahoma School of Mines and Metallurgy at Wilburton (1908)
2. Industrial Institute and College for Girls at Chickasha (1908)

Three normal schools:

3. East Central at Ada (1909)
4. Southeastern at Durant (1909)
5. Northeastern at Tahlequah (1909)

Three agricultural schools:

6. Broken Arrow (1908)
7. Tishomingo (1908)
8. Warner (1908)
9. University preparatory school at Claremore (1909)
10. Miami School of Mines at Miami (1919)

graphic locations. Subsequent legislatures not only adopted this precedent as desirable, but even managed to improve upon it considerably, with the result that Oklahoma's citizens had access to universal higher education before universal secondary education became a reality.

University of Oklahoma—In creating the University of Oklahoma at Norman in 1890, the first Territorial Assembly sought to structure an institution whose purposes would be both cultural and practical, with perhaps an emphasis on the former, yet not excluding the latter. Unlike the normal college established at Edmond in the same year, the state university was to be a multi-purpose institution whose "object" was as follows:

> To provide means of acquiring a thorough knowledge of the various branches of learning connected with scientific, industrial and professional pursuits, in the theory and art of teaching, and also in instruction in the fundamental laws of the United States and of this territory . . .[3]

In short, the University of Oklahoma was assigned the tasks of producing "scientific, industrial and professional" personnel, school teachers, and good citizens.

A lengthy section in the Act creating the institution outlined in some detail the organization of the institution and the courses of study which were to be offered. There was to be a college or department of arts, a college or department of letters, a normal department, and "such professional or other colleges or departments as now are or may from time to time be added thereto or connected therewith."

In connection with the establishment of professional schools or departments, the Board of Regents for the University was to be responsible, except that no new professional schools or departments could be established until the legislature had first made an appropriation for their operation. This in effect left to the legislature the controlling power over the creation of new functions and programs.

Subsequent legislatures enlarged upon the original design of the university by adding additional functions, among them being the Geological Survey, which agency exists to study the geological formations of the state with special reference to its mineral deposits, water resources and other mineral resources. The Geological Survey also prepares and publishes bulletins, reports, maps and other materials of a geological and scientific nature.

A medical department and a hospital were added to the university in 1917, located in Oklahoma City. Today, the Medical Center is a vast complex consisting of 18 major buildings housing educational programs and health services of many kinds. In addition to those schools and departments already in operation, new schools in dental education and public health have recently been proposed, and are expected to be added within the next two years.

In 1935, the State Legislature gave to the University of Oklahoma certain responsibilities with regard to explorations and excavations in the fields of anthropology and paleontology, including the right to claim one-half of the fossil remains and other artifacts uncovered by excavation or exploration within the state.

Other departments, programs, and services added in recent years include the College of Continuing Education and the Research Institute, both located on the main campus at Norman, and the Biological Station at Willis, Oklahoma.

Today the University of Oklahoma has largely become what the first territorial legislature envisioned in 1890 — a multi-purpose institution offering more than 120 programs at the bachelor's level, nearly 100 programs at the master's degree level, and more than 40 doctoral programs, as well as accredited programs in 17 professional schools and departments.

Oklahoma State University—During the same legislative session which saw the creation of the University of Oklahoma, the Agricultural and Mechanical College of the Territory of Oklahoma was established in Payne County at Stillwater. That institution, later called Oklahoma A&M College, was established under the terms of the Morrill Act of 1862, which gave to each consenting state

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[3] This citation and those to follow in this chapter were taken from the following sources: *The History of Legal Controls of Public Higher Education in Oklahoma*, by E. T. Dunlap, unpublished doctoral dissertation, Oklahoma Agricultural and Mechanical College, 1956; *A Reconnaissance of Higher Education in Oklahoma, Part I*, by John Oliver and Henry G. Bennett, Oklahoma State Coordinating Board for Higher Education, 1939; and *A System of Higher Education for Oklahoma*, Oklahoma State Regents for Higher Education, 1942.

some 30,000 acres of land for each of its representatives in Congress, the proceeds to be applied to the endowment and maintenance of an agricultural and mechanical college. Institutions chartered under this act thus became known as "Land-Grant" colleges.

The original purposes of the Land-Grant colleges — in Oklahoma as well as elsewhere — were practical, as opposed to classical or cultural. The Morrill Act states that the leading object of such institutions:

> . . . shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislature of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

It is obvious from the language of the act that such institutions were designed to be "people's colleges" rather than traditional in their orientation. However, the particular design of the institution at Stillwater was not to be limited to the practical, but was to embrace scientific, cultural, and theoretical subjects as well.

The full course of study was to include at least four years and was to provide instruction in:

> . . . the English language and literature, mathematics, civil engineering, agricultural chemistry, animal and vegetable anatomy and physiology, the veterinary art, entomology, geology, and such other natural sciences as may be prescribed; political, rural and household economy, horticulture, moral philosophy, history, bookkeeping and especially the application of science and the mechanical arts to practical agriculture in the field.

Through the years, the purposes of the Land-Grant institution at Stillwater have broadened as its enrollment has grown and as societal needs have changed. Much of this broadening has come about because of Federal legislation such as the Hatch Act of 1887, which provided for the establishment of the Agricultural Experiment Station. The Smith-Hughes Act of 1917 gave considerable impetus to the function of vocational education; and the Smith-Lever Act set up cooperative agricultural extension work between the university and the United States Department of Agriculture. Subsequent Federal legislation has continued to broaden these programs and to establish new programs more in keeping with an urban and industrial society.

Today, Oklahoma State University is a multi-purpose institution whose programs and purpose closely parallel those of the University of Oklahoma. The institution now offers more than 90 bachelor's degree programs, plus some 65 master's level programs and more than 40 doctoral programs. In addition, Oklahoma State University provides instruction in eight accredited professional programs, including veterinary medicine, which school was established in 1947.

Apart from the main campus at Stillwater, the institution maintains branches at Okmulgee and Oklahoma City. The purpose of the School of Technical Training at Okmulgee is to train that category of workers in the labor spectrum lying between the "semi-skilled crafts and the engineering technicians." The Okmulgee branch, which does not confer an academic degree, offers programs ir more than 30 vocational and technical fields of study. The Oklahoma City branch offers approximately ten associate-degree programs whose purpose is to prepare students to become engineering technicians.

The Six State Colleges—The six institutions which are now referred to as State Colleges were originally structured as normal schools, created for the express purpose of furnishing teachers for the common schools of the territory and the state. The first of these colleges was established in 1890 at Edmond by the territorial legislature. The function of the institution was set forth in the establishing act as follows:

> The Normal School for the Territory of Oklahoma is hereby located and established at or within one mile of the village of Edmond, in the County of Oklahoma in said Territory, the exclusive purposes of which shall be the instruction of both male and female persons in the art of teaching and in all the various branches that pertain to a good common school education, also to give instruction in the theory and practice of teaching, in the fundamental laws of the United States, and in which regards the rights and duties of citizens.

Following the opening of the Cheyenne-Arapaho lands in 1892 and the Cherokee Outlet in 1893, additional normal schools were created. Northwest-

ern Normal School was established at Alva in 1897, and Southwestern Normal School was established at Weatherford in 1901. The functions of these institutions were to be "the same as the normal school of the Territory of Oklahoma, located at the village of Edmond, in said Territory."

After Oklahoma and Indian Territories combined to form the State of Oklahoma in 1907, three normal schools were established in eastern Oklahoma to parallel those already in operation in the western part of the state. These institutions were Southeastern at Durant, Northeastern at Tahlequah, and East Central at Ada, all established in 1909. These new institutions were to have the same functions as those normal schools already in operation in Oklahoma.

The years since 1909 have seen a gradual evolution in the functions of the State Colleges. In territorial days, an individual could be certified to teach in the public schools after attending one of the normal schools for 22 weeks; today, the undergraduate course of study is four years in length, and a fifth year program has been added to accommodate those who want to obtain the Master of Teaching degree.

Whereas the original function of the teachers' colleges had been to offer instruction in pedagogy only, a legislative act in 1939 broadened their purposes to allow these institutions to "offer courses in the various educational branches without being restricted to the purpose of educating persons in the arts of teaching." In 1941, the names of five of these institutions were changed to accord with the broadened set of purposes allocated by the legislature. These five institutions became Central State College at Edmond, Northwestern State College at Alva, East Central State College at Ada, Northeastern State College at Tahlequah, and Southeastern State College at Durant.

The name of the normal school at Weatherford was changed in 1939 to The Southwestern State College of Diversified Occupations. The act changing the function of this institution provided that the primary purpose of the college would be ". . . to train and qualify its students for some trade or occupation, including that of teaching school, the subjects of instruction to be determined by the State Board of Education." However, this change was of short duration. In 1941, the name of the institution was changed to Southwestern Institute of Technology. During this two-year period, the college added a School of Pharmacy, degree work in the arts and sciences, and trade schools to its original function as a teacher training institution. In 1949, the Oklahoma State Legislature once again changed the name of the institution, this time to Southwestern State College.

Although the six state colleges are moving from a single-purpose orientation toward a more broadened set of functions, their chief activity is still the production of teachers for the public schools of the state and the nation. In 1965, for example, these six institutions processed about 1,900 of the 3,500 applications for teachers' certificates granted in the state during that year. The number of teachers produced by these six colleges was about 53 per cent of the production for the total state. That percentage is particularly significant, since they enrolled less than 33 per cent of the students attending Oklahoma four-year colleges and universities in that same year.

Langston University—The institution which is now known as Langston University was established by the Territorial Legislature in 1897, as a combination university and normal school for the Negro race. The original purposes of the institution were defined as follows:

> The Colored Agricultural and Normal University of the Territory of Oklahoma is hereby located and established at or within a convenient distance from Langston in Logan County, Oklahoma Territory; the exclusive purpose of which shall be the instruction of both male and female colored persons in the art of teaching various branches which pertain to a common school education and in such higher education as may be deemed advisable, and the fundamental laws of the United States in the rights and duties of citizens and in the agricultural, mechanical and industrial arts.

In 1941, the Oklahoma Legislature officially changed the name of the Colored Agricultural and Normal University to Langston University. In 1948, prior to full racial integration in The Oklahoma State System of Higher Education, the Langston University School of Law was created by resolution of the Oklahoma State Regents for Higher Education, in order to provide legal education within the state for qualified Negro applicants. Although a faculty was hired and one or two students were enrolled, the new school of law never became operational. By that time, the University of Oklahoma School of Law had begun to accept qualified applicants of all races and the Langston University School of Law was abolished.

While its functions have not been officially modified to any great extent from those with which it was invested originally, Langston University is currently making its greatest contributions in the fields of teacher education and the basic liberal arts. As these two fields have increased in importance, the functions of agriculture and the mechanical arts have diminished accordingly. Along with all other state-supported colleges and universities, Langston University is now open to qualified students of all races.

Northern Oklahoma College—In 1901, the institution which was later to become Northern Oklahoma College was established as University Preparatory School for the Territory of Oklahoma to be located at Tonkawa. The purpose of the school was to provide secondary instruction for the students of Oklahoma which would prepare them for a university course of study.

In 1919, the purposes of the preparatory school were changed to emphasize training in vocational subjects, particularly in the field of business education. In accordance with that purpose, the school was to be known as the Oklahoma State Business Academy. The college department was established in 1920, and the institution subsequently moved from secondary to college status. By act of the State Legislature in 1941, its name was changed to Northern Oklahoma Junior College. In 1965, the Oklahoma Legislature again changed its name, this time to Northern Oklahoma College. No substantial changes have been made in the purposes of the institution since 1941.

Oklahoma College of Liberal Arts—The Oklahoma Industrial Institute and College for Girls was established in 1908 to "give instruction in industrial arts, the English language and the various branches of mathematical, physical, natural and economic sciences, with special reference to their application in the industries of life." Apparently the intention of the First Oklahoma Legislature was to create at Chickasha a female equivalent to the Agricultural and Mechanical College at Stillwater.

For the first few years of its existence, the institution operated at both the secondary and collegiate levels, but in 1926 the secondary department was discontinued. In 1916, its name was changed to Oklahoma College for Women, and both the name and the institution's functions remained relatively unchanged until 1965.

At that time, the Oklahoma State Regents for Higher Education, acting under constitutional authority to prescribe functions and courses of study, changed the functions of the institution "whereby both men and women students would be admitted to pursue four years of study in the liberal arts culminating with the bachelor's degree." Following this action on the part of the State Regents, the Legislature changed the name of the institution to the Oklahoma College of Liberal Arts.

As spelled out in the State Regents' resolution which changed the institutional function from a woman's college to its present status, the new college will be experimental in nature, will operate on a year-round basis, and will enroll a selective group of students whose aspirations and abilities fit them for an intellectually rigorous and accelerated course of study.

Oklahoma Military Academy—An act of the State Legislature in 1909 created the Eastern University Preparatory School and located it at Claremore. This school was established to parallel the preparatory school which had been established in Oklahoma Territory at Tonkawa during territorial days. The object of the school was "to educate boys and girls up to and as necessary for admission to the freshman class in the State University or other institutions of higher education."

In 1919, the State Legislature changed the name of the institution from Eastern University Preparatory School to Oklahoma Military Academy. The revised purposes of the institution were to include both vocational and military training. The vocational education was to be confined to the vocations of auto mechanics and building trades, and was to be below college grade. Students entering the institution were required to pursue courses in both vocational education and military training. The purposes of the institution remain today substantially what they were in 1919, except that the vocational training curriculum has been de-emphasized in favor of the military science program.

Murray, Connors, and Cameron State Agricultural Colleges—An act passed by the First Oklahoma Legislature in 1908 provided for the establishment in each Supreme Court judicial district in Oklahoma of:

> . . . a district agricultural school of secondary grade for instruction in agriculture and mechanics and allied branches, and domestic sci-

ences, and economics, with courses of instruction leading to the agricultural and mechanical college and the State Normal schools.

As a result of this legislation, six secondary agricultural schools were created. Two of these six schools — at Broken Arrow and at Helena — were closed in 1919, and the one located at Goodwell later became a four-year institution. The three remaining schools created under this act subsequently became Murray State Agricultural College, Connors State Agricultural College, and Cameron State Agricultural College, at Tishomingo, Warner, and Lawton, respectively.

A series of legislative acts between 1924 and 1927 changed the purposes of the schools at Tishomingo, Warner, and Lawton from secondary schools to schools offering the first two years of a collegiate program. No significant changes in the functions of these colleges have been made since that time, although the agricultural and mechanical arts programs have declined *vis a vis* their university-parallel programs.

Panhandle A&M College—In 1909, a secondary District Agricultural School was established in the Panhandle Agricultural District at Goodwell. This school was one of six district agricultural schools designed for the purpose of preparing high school students for entrance into the Agricultural and Mechanical College and the State Normal schools. The institution at Goodwell was designated the Panhandle Agricultural Institute.

In 1921, the function of Panhandle Agricultural Institute was changed to allow the institution to teach two years of college work in agricultural and mechanical arts, home economics education, and other auxiliary subjects, in addition to its secondary subjects. Along with its change in function, the name of the institution was changed to Panhandle Agricultural and Mechanical College.

Following its elevation from secondary to junior college status by the Oklahoma Legislature in 1921, Panhandle A&M College became a four-year institution through action of the State Board of Agriculture, which authorized the institution to add the junior year of college in 1925, and the senior year in 1926. Panhandle A&M thus has the unique distinction of being the only public two-year college in the history of Oklahoma higher education to become a four-year institution.

Although it has retained its original function as an agricultural school, Panhandle A&M today serves a much broader set of purposes than at the time of its creation. Because of its isolated geographic location, the institution also serves as an area junior college, as a liberal arts college, and as a teacher education institution. The great majority of its current graduates major in either a liberal arts subject or in teacher education, with graduates in agriculture being in a very small minority.

Eastern Oklahoma A&M College—In 1908, a School of Mines and Metallurgy was created and located at Wilburton, as a four-year institution having as its purposes to:

> Teach such branches in mining and metallurgy as will give a thorough technical knowledge of mines and mining, and of subjects pertaining thereto, including physics and mining engineering, mathematics, chemistry, geology, mineralogy, metallurgy, and subject of shop work and drawing, the technical knowledge and properties of mine gases, assaying, surveying, drafting of maps and plans, and such other subjects pertaining to mining engineering as may add to the safety and economical operation of mines within this state.

In 1919, after having been closed since 1917 (along with nine other state institutions), the institution at Wilburton was re-opened, but this time with an additional function — that of providing vocational education below college grade in vocations relating to mining industries.

In 1927, the statute fixing the purposes of the School of Mines and Metallurgy was repealed, and it was provided that the school would henceforth be known as the Eastern Oklahoma College. The institution was directed to emphasize vocational education below college grade in vocations relating to trades and industries, although it still retained its degree-granting authority.

Another legislative act passed the same year provided that persons who had been granted degrees prior to 1927 by the School of Mines and Metallurgy could be granted degrees by the Univerity of Oklahoma upon presentation of proper theses in lieu of the degrees granted by the School of Mines and Metallurgy.

In 1939, the name of the Eastern Oklahoma College was changed to the Eastern Oklahoma Agricultural and Mechanical College, and it was pro-

vided that the institution would be one of the two-year agricultural and mechanical colleges of the state.

Northeastern Oklahoma A&M College—The Miami School of Mines was established by the Oklahoma Legislature in 1919 as a "school where the science of mining shall be taught; and the courses of study to be prescribed for students of the school shall, at all times, be selected with the view of the future development of the mining industries of the State of Oklahoma, and such school shall be essentially a vocational school for the preparation of those wishing to engage in the various phases of the mining business in the State of Oklahoma."

In 1924, the name of the institution was changed to Northeastern Oklahoma Junior College, and its purposes were re-fashioned. The curriculum was to be designed to serve those students not expecting to continue beyond junior college work, and was to be limited to those subjects suitable for the first two years above high school graduation "except that field courses in mining and geological engineering for advanced students in the college of engineering of the University of Oklahoma may be maintained." An act of the Oklahoma Legislature in 1943 changed the name of the institution from Northeastern Oklahoma Junior College to Northeastern Oklahoma Agricultural and Mechanical College. The institution thus became one of the five "A&M" junior colleges, located at Warner, Tishomingo, Lawton, Wilburton, and at Miami.

The Municipal Junior Colleges

In addition to its 18 state-supported colleges and universities, Oklahoma also maintains five municipal junior colleges as a part of its public system of higher education. These junior colleges, located at Altus, El Reno, Poteau, Sayre, and Seminole, are under the control of local school boards, and are supported in part by ad valorem taxes collected at the local level, and in part by tuition collected from students. Although these colleges are eligible to receive Federal matching funds in support of selected technical programs and for academic building needs, they do not at present share in state-appropriated funds.

The five municipal colleges now in existence are all that remain of 19 such colleges operating in Oklahoma in 1940. At that time, approximately 1,600 students were enrolled in these institutions, which was one third of all students attending Oklahoma junior colleges in that year. Today, the five municipal colleges still in operation enroll fewer than 1,200 students, which amounts to only about one-tenth of the junior college enrollment in the state.

The decline of the municipal junior colleges as viable institutions can be attributed in some measure to the rural-to-urban population movement, but primarily their demise must be laid to the constricting nature of the legislative provisions which govern their operations. Until 1939, the municipal junior colleges were operated without express legislative sanction. In that year a "Junior College Bill" was passed, which authorized local school districts to use their buildings and other resources to provide education for students beyond the twelfth grade, and also authorized a tuition charge to be made of students for such education.

Although the legislation passed in 1939 gave school districts permission to establish and operate junior colleges, the Act did not make it possible for a local district to levy taxes over and above what had already been authorized for grades one through twelve. This meant that any local tax funds used for support of a municipal junior college had to be diverted from the budget for the elementary and secondary schools in the district.

Since few school districts in Oklahoma are wealthy enough to provide an optimum program for their students in grades one through twelve, and at the same time operate a quality junior college, no additional municipal junior colleges have been established since 1939, and 14 such institutions which existed in that year have been discontinued. Only five currently remain.

The functions of the municipal colleges closely parallel those of the state-supported junior colleges. Both of these groups are chiefly concerned with those students who will be transferring to senior colleges and universities, and as a consequence they offer relatively little in the way of vocational and technical training.

It should be pointed out that considerable progress has been made by those municipal colleges still in existence. Three of the five have moved out of the high school buildings in which they were housed originally, and are now occupying their own facilities. Also, there is a trend toward the development of a separate faculty to teach in the college, whereas formerly the same teachers taught both high school and college students, using the same classrooms and the same laboratories for both groups. This is no longer the rule, but the exception.

Although the progress which the municipal colleges have made in the past few years is impressive, none of them has as yet been able to gain accreditation from the North Central Association of Colleges and Secondary Schools, the accrediting agency for the region of the nation in which Oklahoma is included. By contrast, all of the state-supported colleges are fully accredited by the North Central Association.

Without a major change in their status, it is extremely doubtful whether the municipal colleges can ever achieve regional accreditation. Since they receive no state appropriations, they must rely on tuition collected from students and from Federal funds for any major increase in revenue. Even a major windfall of Federal funds would not be of any lasting benefit, since these funds would require a considerable outlay of matching funds at the institutional level.

Perhaps the only lasting solution to the problem facing the municipal colleges would be to effect a change in the constitutional and statutory provisions under which they operate. One way to effect such a change would be to create a separate junior college taxing district, separate from the current school district, which would operate on a different revenue base. Another way might be to incorporate the present municipal colleges into the State System. Still a third way would be to develop a financing program whereby the student, the local district, and the state would share equitably in financing the current operating and capital needs budgets of these colleges. If such measures were adopted, appropriate criteria would need to be developed to guarantee that all such institutions would meet minimum standards.

The Private Colleges and Universities

Oklahoma currently has a total of eleven private and church-related colleges and universities to complement its 18 state-supported and five locally supported institutions of higher learning. Both the oldest and the youngest institution operating in Oklahoma belong to the private and church-related sector. Nearly all these colleges were established by religious denominations, and the majority of them still maintain close ties with their founding organizations.

Of the eleven private colleges within the state, seven are degree granting, senior institutions, while four are classified as two-year institutions. Of the seven senior institutions, four confer the bachelor's degree, two confer both the bachelor's and master's degrees, and one institution, The University of Tulsa, confers the doctor's degree in addition to the other two types.

The University of Tulsa—Henry Kendall College, forerunner of The University of Tulsa, was founded at Muskogee, Indian Territory, in 1894, by the Presbyterian Board of Home Missions. The college was moved to Tulsa in 1907. In 1920, the institution's name was changed from Henry Kendall College to The University of Tulsa. The institution was under the control of the Presbyterian synod until 1928 when a self-perpetuating Board of Trustees made up of men from the community assumed institutional control. The University of Tulsa continues, however, an affiliation with the United Presbyterian Church, U.S.A.

The University of Tulsa is a multi-purpose institution conferring bachelor's degrees in more than 70 different subject fields. In addition, it confers the Master of Arts and Master of Education degrees in approximately 40 fields, and grants both the Doctor of Education and the Doctor of Philosophy degrees. The university also provides instruction in six accredited professional programs, including business, chemistry, engineering, law, music, and teacher education.

Oklahoma City University—Oklahoma City University was established as Epworth University by the Methodist Episcopal Church and the Methodist Episcopal Church, South, in cooperation with the Chamber of Commerce of Oklahoma City. The first classes began in 1904. In 1924, the name was changed to Oklahoma City University. The institution is owned and controlled by its board of trustees on behalf of the Methodist Church.

Oklahoma City University is primarily a liberal arts college offering instruction in approximately 40 different fields at the baccalaureate level. The institution maintains a consultative relationship with the Massachusetts Institute of Technology in a cooperative arrangement designed to raise its academic standards. Along with its bachelor's degree programs, Oklahoma City University also confers the Master of Arts in Teaching and the Master of Business Administration degrees, and accredited professional programs are maintained in music and law.

Phillips University—The institution which is now Phillips University was founded at Enid in

1906 as Oklahoma Christian University. The institution maintains a close relationship with Christion churches (Disciples of Christ) in the states of Arkansas, Colorado, Kansas, Oklahoma and Wyoming.

Phillips is made up of two undergraduate colleges, a seminary and a division of graduate studies. At the baccalaureate level, degrees are granted in some 40 subject matter areas, while at the master's level the institution confers the Master of Religious Education and Master of Education degrees. In addition, one professional degree, the Bachelor of Divinity degree, is conferred.

Bethany Nazarene College—Bethany Nazarene College is a college serving the West Central Educational Zone of the Church of the Nazarene. This territory includes the states of Nebraska, Kansas, western Missouri, Oklahoma, Arkansas, Texas, and Louisiana. Bethany Nazarene developed through the merging of several educational institutions from several surrounding states. The institution was moved to its present location in 1920 and was then known as Bethany-Peniel College. In 1955, the Board of Trustees changed the name of the institution to Bethany Nazarene College.

The institution offers instruction at the bachelor's level in basic liberal arts programs, teacher education, and religious education. In addition, a fifth-year program in ministerial training is provided for the preparation of ministers for the Church of the Nazarene. In the spring of 1966, the institution was accredited by the North Central Association of Colleges and Secondary Schools to offer master's level work in teacher education.

Oklahoma Baptist University—In 1911, Oklahoma Baptist University officially opened its doors at Shawnee, Oklahoma, having been established by the State Baptist Convention. The institution is currently supported and under the control of the Baptist General Convention of Oklahoma.

Basically a liberal arts institution, Oklahoma Baptist University confers baccalaureate degrees in 25 different fields, including the professional areas of music and nursing.

Oklahoma Christian College—Oklahoma Christian College was founded as a two-year institution at Bartlesville in 1950, as Central Christian College.

In 1956, Central Christian College was moved to Oklahoma City, and in 1959 the school changed its name to Oklahoma Christian College. The change from a junior college to a senior college began in September, 1960, and the first bachelor's degrees were granted in June of 1962.

Oklahoma Christian College offers the Bachelor of Arts and Bachelor of Science degrees in approximately 15 subject matter areas, including those of teacher education and Bible.

The institution maintains a relationship with Churches of Christ in Oklahoma and several nearby states.

Oral Roberts University—Oral Roberts University, Oklahoma's newest four-year institution, was opened in 1965 at Tulsa, Oklahoma. While the college is not related to any particular religious denomination, its purposes are those of a church-related nature.

Eventually, Oral Roberts University plans to offer Bachelor of Arts and Bachelor of Science degrees in most liberal arts subjects, along with graduate degrees in a separately organized Graduate School of Theology. Several professional programs are contemplated at the bachelor's level including teacher education.

The Church-Related Junior Colleges—Of the four private junior colleges operating in Oklahoma, all are closely church-related in their character and purposes. These institutions are Bacone College, located at Bacone; Central Pilgrim College, Bartlesville; Saint Gregory's, Shawnee; and Southwestern College, Oklahoma City.

Bacone College is the oldest college in Oklahoma, having been established in 1880 with the name Baptist Indian University. The institution is still supported in large part by the American Baptist constituency, which elects a majority of the Board of Trustees for the college.

Bacone is a junior college of liberal arts, with a substantial percentage of its student body being American Indian youth. The institution offers both university parallel and terminal courses of study, among its programs being an associate degree program in nursing to prepare students to become Registered Nurses.

Central Pilgrim College, Bartlesville, was established as a result of a merger of two colleges —

Western Pilgrim College, El Monte, California, and Central Pilgrim, Bartlesville, Oklahoma. The institution was established in 1960, under the auspices of the Pilgrim Holiness Church.

Central Pilgrim offers a two-year liberal arts program of a university-parallel nature. In addition, there is a separately organized Bible College which is designed for the purpose of training ministers and Christian workers for the sponsoring denomination.

St. Gregory's College at Shawnee is a private Catholic co-educational institution conducted by the Benedictine Fathers of Saint Gregory's Abbey. The college offers a two-year program of arts and sciences leading to most academic degrees. Established in 1915 by the Benedictine Fathers, Saint Gregory's only recently changed its function by terminating its secondary school program and by opening its doors to admit both men and women students. Prior to 1965, the college operated as an institution for men only.

Southwestern College of Oklahoma City operates under the auspices of the Pentecostal Holiness Church. The institution conducted its first classes in October of 1946. In addition to its two-year junior college program, Southwestern College also operates a separately organized school of theology to prepare Christian workers and ministers for its denomination.

Chapter III
Functions of Oklahoma Colleges and Universities

Concern about institutional functions and the need for differentiation of function among institutions in a state system of higher education has been gaining increasing attention since the California restudy of higher education in the early 1950's. In the last decade, higher education studies have been made in at least half of the states. Most of these studies recognize the importance of and need for the allocation of specific functions to specific institutions in order to minimize unnecessary duplication of effort. The need for clarifying each institution's basic functions and achieving differentiation of function among institutions in a state system has been brought into focus by the rapidly increasing enrollments of the last decade, and the sharp increase in financial resources required to underwrite rising higher education costs.

Although most state higher education studies recognize the importance of differentiation of functions among institutions, few such studies have attempted to clarify the meaning of the term. The California Master Plan described it only vaguely as a "division of labor" among institutions.[1] The Florida Board of Regents used the term "role and scope" rather than functions and programs, and enumerated the curricula each state institution should provide.[2] While this delineation of program is helpful in describing existing functions of Florida institutions, it does not provide appropriate guidelines for future policy decisions regarding new programs. Without a clear delineation of the functions, or role, of each institution in a state system, it is difficult for a policy board to ascertain if a requested new program is or is not consistent with the institution's assigned role.

State Regents' Responsibility

Article XIII-A of the Constitution of the State of Oklahoma establishes The Oklahoma State System of Higher Education, provides that the State Regents shall be the "coordinating board of control" for all institutions in the State System, and sets forth the specific responsibilities of the State Regents. Among those responsibilities enumerated in Paragraph 2 of Article XIII-A pertinent to the study of institutional functions and goals are the following:

(1) it shall prescribe standards of higher education applicable to each institution.

(2) it shall determine the functions and courses of study in each of the institutions to conform to the standards prescribed.

The context in which the term "function" occurs in this statement suggests that it refers to the operations or activities in which colleges and uni-

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1 Coons, Arthur G. and others, *A Master Plan for Higher Education in California*, 1960-1975, California State Department of Education, Sacramento, 1960, pp. 34-44.

2 Board of Regents, *Role and Scope Studies*, 1962-64, State University System of Florida, Publication No. 101, 1965.

versities are authorized to engage. The phrase "course of study" obviously refers to the educational program or the content of education provided in an institution for the purpose of fulfilling its designated functions. There is also a clear implication in the phrases "standards of higher education applicable to each institution" and "functions and courses of study in each institution" that standards, functions and courses of study need not be, in fact should not be uniform among the colleges. Diversity of functions and programs is an important element of strength in the State's system of higher education.

The functions of higher education must be consistent with the goals that are established within the state. The omission of functions which are essential to the achievement of goals, as well as the performance of functions that bear no relationship to goals, should be viewed with concern.

Sources of Data

A question of major importance as it relates to higher education in Oklahoma is the extent to which the functions of each institution are well defined and clearly delimited. Answers to this question were sought from two main sources: the presidents of the institutions and an analysis of programs offered by the institutions. As a first step in defining and delimiting functions, the staff of the State Regents, with the assistance of an Advisory Committee, formulated a statement of 29 functions that are or might be performed by Oklahoma institutions of higher education. These statements were incorporated into a questionnaire that was sent to the president of each institution, public and private, for the purpose of ascertaining what he considers to be the actual functions of his institution and what he thinks they should or should not be.

The summary of these statements serves several purposes. It is a means of determining roughly the overlap and differentiation of functions among the institutions; the omission of functions; and the implications of identified functions for program development in each institution. Moreover, since functions and goals are closely interrelated, the statement of goals in the succeeding section suggests functions to be performed. An analysis of functions that are being performed may reveal an inconsistency between these functions and the proposed goals.

A second source of information directly related to the functions of institutions is the staff report, *Faculty Teaching Loads and Student-Credit-Hour Costs, Oklahoma State System of Higher Education 1964-65 Academic Year.* This study presents comprehensive data regarding the scope and levels of programs offered in both the public and the private colleges and universities. These data make it possible to identify the functions that are necessary to carry out these program offerings and also to note any omissions of programs that seem necessary to carry out the functions that are appropriate to a particular institution. In other words, it is possible to determine extent of agreement between institutional functions and institutional programs.

There are several limitations inherent in this procedure. First, it is difficult to keep in mind constantly the meaning of functions. The more functions and programs are confused, the less precise will be the identification of the functions as such. Second, the statements of functions may not always be clear, or they may have a different meaning for those completing the questionnaire from the meaning they had for those who formulated it. Third, it would have been desirable to secure responses also from other administrators and from faculty members. This would have provided evidence of the extent to which there is a general understanding of the functions of an institution and agreement regarding the appropriateness of these functions. Fourth, conferences with key persons in each institution might have helped to clarify ambiguities and misinterpretations.

A complete statistical summary of the questionnaire returns is presented as Appendix C. The following conclusions and summaries are drawn from the two sources of data already noted.

Instructional Functions and Activities

Functions Relating to Levels of Education

Generally, the four levels of education that should be provided in a well-ordered system of higher education are: the lower undergraduate level or division, usually comprising the first two years beyond the high school; a second level, leading to a bachelor's or first professional degree; a third level, leading to a master's degree or its equivalent; and a fourth level, leading to the doctorate or its equivalent.

The institutions of higher education in Oklahoma, considered only from the standpoint of levels of education offered, conform roughly to this pattern. The distribution of all higher institutions, pub-

lic and private, according to the highest level of their respective educational programs is shown in Table I. There are seven public two-year colleges, five municipal junior colleges and four private junior colleges that provide education *only* at the lower level.

Table 1: Levels of Education offered by Oklahoma Institutions of Higher Learning, 1965

Institution	Associate Degree	Bachelor's Degree	Master's Degree	Doctor's Degree
State:				
OU		X	X	X
OSU	X	X	X	X
CSC		X	X	
ECSC		X	X	
NESC		X	X	
NWSC		X	X	
SESC		X	X	
SWSC		X	X	
OCLA	X	X		
PAMC		X		
LU		X		
Cameron	X			
Connors	X			
Eastern	X			
Murray	X			
NEOAMC	X			
NOC	X			
OMA	X			
Private:				
Tulsa		X	X	X
Bethany		X	X	
OBU		X		
OCC		X		
OCU		X	X	
Phillips		X	X	
Bacone	X			
St. Gregory's	X			
Central Pilgrim	X			
Southwestern	X			
Municipal:				
Altus	X			
El Reno	X			
Poteau	X			
Sayre	X			
Seminole	X[a]			

[a] Seminole does not confer Associate Degrees. The institution does, however, offer a certificate of completion at the end of two years.

Seventeen institutions, 11 public and six private, provide education up to the level of the bachelor's or the first professional degree. There are no independent professional schools offering programs culminating in the first professional degree.

The two state universities, six state colleges and four private institutions provide educational programs leading to the master's degree; some limit their offerings at this level to the Master of Teaching.

The two state universities and one private university include within the scope of their functions programs leading to the doctorate. Regarded only with reference to the allocation of functions by educational levels, this distribution appears to be satisfactory.

Functions Related to Kinds of Education

Other considerations besides the level of educational functions determine the adequacy of higher education to serve the needs of the state. One of these is the kinds of education offered — the nature of the education programs. The questionnaire on functions completed by the presidents relating to institutional responsibilities for various kinds of education was not interpreted alike by all of the presidents. The information derived from this source is therefore of somewhat limited value in assessing the functions of the institutions in terms of their educational programs. The data contained in the study, *Higher Education Opportunities and Needs in Oklahoma*, and in other reports arising out of the Self-Study of Higher Education in Oklahoma have been more helpful than the questionnaire. The following observations and conclusions are drawn from the findings derived from these several sources.

Education at the lower college division normally includes academic courses designed to:

(1) provide basic general education that is terminal;

(2) provide for transfer credit to institutions offering advanced programs;

(3) provide technical-vocational education, usually terminal; and

(4) provide remedial instruction.

The first of these, to provide basic general education, is an acknowledged responsibility of all institutions — public and private, junior and senior.

An examination of the number and type of courses offered at the freshman-sophomore level, the total semester hours taught in each subject field, the student-credit-hours produced and the number of full-time-equivalent faculty teaching in each subject indicates that, generally, the scope of offerings in each institution is adequate to serve this function.

Judged by requirements announced in their catalogs, the concept of general education that prevails in most of the Oklahoma colleges, two-year and degree-granting, is *not* well defined. Generally, these requirements are expressed in terms of a combination of elective courses in each of the subject matter areas — English, humanities, the natural sciences and the social sciences. There is apparently no commonly accepted core of general education. Further study beyond what is possible within the compass of this report would be necessary and desirable for the purpose of determining the extent to which there is agreement among the institutions on desired outcomes of general education, the means by which the achievement of these outcomes is judged and the extent to which they are in fact achieved. At this point, all that can be said is that the function of providing basic general education is recognized as a responsibility of all the higher institutions of the state.

A second function, commonly assigned to junior colleges, is to provide technical-vocational education. In Oklahoma this is reported by the presidents to be an accepted function of all of the municipal and public junior colleges except Oklahoma Military Academy. The administrators of two of the four private junior colleges, however, do not consider this to be an appropriate function of their institutions. A striking fact about the Oklahoma situation is that the degree-granting institutions offer more instruction in technical-vocational courses and produce a larger number of student-credit-hours in this field than do the junior colleges. Many of the courses given under the auspices of Oklahoma State University are taught in branches at Okmulgee and Oklahoma City, which in a sense are *quasi* two-year technical institutes. In some of the state colleges, courses in industrial education — some closely related to technical-vocational courses — are offered in programs designed to prepare teachers in industrial education. No information is available as to how far these programs have been expanded beyond the needs for teacher education or the extent to which they serve the function of terminal technical-vocational education.

The offerings in technical-vocational courses in the two-year colleges differ greatly both as to number and as to fields. Viewing them as a group, an analysis of their programs shows that only about five per cent of all the courses they offer are in the technical-vocational area. In further confirmation of this imbalance, an analysis of student credit hours produced likewise shows that more than 95 per cent were in academic subjects. It was found further that almost one-third of all the classes enrolling fewer than 10 students each were in the technical-vocational field. It would appear from these data that the public two-year colleges are not, in the usual meaning of the term, comprehensive community colleges. These institutions should immediately examine their technical-vocational programs in relation to community needs and they should study the abilities of their students with a view to determining whether, with the aid of a good testing and counseling program, more students should be enrolled in technical-vocational courses.

It should also be noted that there is an apparent inconsistency between the functions implied by the names of some of the public junior colleges and the functions implied by their programs. Five of the seven two-year colleges are designated "agricultural and mechanical;" yet a large percentage of their student credit hours, as has just been observed, are in academic college parallel programs. Moreover, the title "agricultural and mechanical" suggests that their programs are designed primarily for men. The practical effect of this implication may be reflected in the ratio of 75 per cent men to 25 per cent women in their enrollment. Taking into account current trends in agriculture in Oklahoma, it would seem that these two-year colleges may have outgrown their primary function of providing agricultural and mechanical education and that their names should be changed to conform to the new and broader functions now being served by them.

As in many other states, the situation in Oklahoma relating to the provision of adequate programs in technical-vocational education, is complicated by the movement to establish a system of area technical-vocational schools independently of the junior colleges. It has been concluded in a number of other states confronted with the same issue that, generally, to incorporate technical-vocational education into a comprehensive community college program is preferable to the development of separate and competing programs.

A question may also be raised as to the extent to which the degree-granting institutions should continue to serve the function of providing terminal

technical-vocational education for students not candidates for the bachelor's degree, and the extent to which this function should gradually be transferred to the junior colleges. To raise this question does not imply that this is always an inappropriate function of the degree-granting institutions. It does suggest, however, that this particular function in a degree-granting institution must have an adequate justification, such as a close relationship to degree programs or the non-availability of such educational opportunities in other nearby institutions.

There is a diversity of practice in Oklahoma colleges and universities and of opinion among their presidents regarding remedial instruction. A large majority of the presidents of public institutions say this is or should be a function of their respective institutions. A similar weight of opinion and practice in favor of remedial instruction is found among the presidents of the private institutions.

The function of providing remedial instruction must be related realistically to the state's higher education goals. If one of these goals is to conserve and develop the latent talents of all youth for whom it is responsible, appropriate provisions must be made to enable students to repair deficiencies as well as to capitalize on strengths. Each institution must either adopt an admissions policy that will keep the number of students requiring remedial instruction at a minimum or it must accept the provision of remedial instruction as one of its functions. The achievement of the goal just noted will require that all of the junior colleges and some of those granting the bachelor's degree provide some forms of remedial instruction.

The function of conferring the degree, Associate in Arts or Associate in Science, is performed by all but one of the junior colleges — public and private — but there is a division of opinion and diversity of practice reported by the presidents of the senior institutions. It should be noted that Oklahoma State University conferred associate degrees in 1965-66; also that the Oklahoma College of Liberal Arts confers a certificate upon the completion of a two-year program in business education which is similar to but not identical with the associate degree. The President of Oklahoma State University reported, however, that this should not be one of the functions of his institution. Conversely, three presidents of state colleges and the president of one private senior college said this was not one of their functions now but that it should be.

Education Culminating in the Bachelor's or First Professional Degree

Eleven state and six private institutions are responsible for providing liberal arts programs leading to the bachelor's degree. These liberal arts programs embody the usual disciplines, but with varying degrees of emphasis. There will of necessity be a considerable amount of duplication in the programs. This need not be a matter of concern so long as the number of courses offered in any discipline or department is kept within the minimal limits necessary to serve the purposes of the institution. A large number of classes in any department or field of knowledge in which enrollments are small and costs per student-credit-hour are high, however, calls for justification or correction.

It is important that, as social needs change and new functions emerge, the programs of the institutions be revised to keep them in step with changing demands. But as new courses emerge those that are outmoded must be discontinued, otherwise there will result an undesirable proliferation of courses. By way of specific reference, it may be pointed out that in 1964-65 in several of the state colleges the number of courses enrolling fewer than 10 students in relation to those enrolling 10 or more appeared to be unusually high. In one institution, there were 126 classes enrolling fewer than 10 and 275 enrolling 10 or more. This is approximately 31 per cent. In others, the corresponding numbers were 110 and 286 (28 per cent), 93 and 286 (25 per cent), 124 and 484 (20 per cent). Without exception, the cost per student-credit-hour of instruction at the upper undergraduate level, where most of these classes were found, was unusually high. There may be instances where subjects having small class enrollments or high instructional costs may be needed to provide a rounded liberal arts program, but the justification for such offerings must be clearly established.

In the State System, the function of providing professional or occupational programs leading to the bachelor's or first professional degree (as distinguished from terminal technical-vocational and industrial courses) is quite clearly allocated to specified institutions. For example, engineering is concentrated in two state universities. Agriculture is allocated to Oklahoma State University, Panhandle and Langston; medicine to the University of Oklahoma; veterinary medicine to Oklahoma State University; law and social work to the University of Oklahoma; and hotel and restaurant management to Oklahoma State University.

While the functions in the fields just noted appear to be quite definitely allocated, the responsibility for other kinds of professional education is widely distributed. Both state universities provide a broad range of programs in the areas of business and commerce and every state college provides a program in areas such as accounting, secretarial studies, business administation or general business and commerce.

Graduate Education Culminating in the Master's Degree

The function of providing a broad range of graduate offerings leading to the master's degree is concentrated in the two state universities and four private institutions — the University of Tulsa, and Oklahoma City University, Phillips University, and Bethany Nazarene College. Limited offerings are also available at some of the state colleges. Six of the state senior colleges have programs culminating in the Master of Teaching and the president of one state college that does not now offer such a program is of the opinion that his college should inaugurate one.

Some of the state colleges undoubtedly will seek to expand their programs at the level of the master's degree. This development should be carefully directed. The state colleges should move into expanded programs of graduate instruction only when there is a clearly acknowledged societal need and only when they can demonstrate adequate strength in their undergraduate programs.

Graduate Education Culminating in the Doctor's Degree

The two state universities assume major responsibility for this function. Limited offerings in a few fields are found also at the University of Tulsa. There has been an impressive increase in the number of doctor's degrees granted by the state universities of Oklahoma in the past five years. The distribution of the degrees granted by subject matter fields indicates a heavy concentration in the sciences, mathematics and education. The number granted in social sciences, excluding education, and in the humanities is relatively small. The total range of subject in which programs leading to the doctorate are offered appears to be more limited than is the range in a number of other states in the Southern region. However, this may really be an element of strength rather than weakness. The current pattern appears to conform to the concept of maintaining peaks of strength instead of offering a doctorate in a broad range of fields with the accompanying hazard of lowering the level of quality.

Special Kinds of Education

As a matter of convenience, two unrelated functions are grouped in this section, namely, education designed for only one sex, and adult education. The statement, "to provide education designed especially for women . . . especially for men" is subject to various interpretations. An institution that offers a program in home economics might properly interpret this as education designed especially for women. Similarly, some phases of agriculture or engineering might be construed to be designed especially for men. These variations in interpretations are reflected in the replies of the presidents. A large majority, however, do not regard the provision of education designed especially for women or for men to be an appropriate function of their institutions.

Only one institution, Oklahoma Military Academy, reports that in conformity with a strict interpretation of its purposes, programs are designed to serve only men.[3]

The question may well be raised whether, under the pressures of increased enrollments in Oklahoma higher institutions, there is a real need or even a place for any separate institution for men or for women. Many of the courses designed for men are equally appropriate for women and conversely, many of the courses designed for women are also appropriate for men. What may really be involved in considering the status of this special function is a question of admissions policies rather than the functional question of providing a special kind of education. This is an issue that calls for further study.

It is the unanimous opinion of the presidents that to provide adult education opportunities "on campus" is an appropriate function for their respective institutions, but there is no comprehensive information available that indicates the extent to which the institutions in Oklahoma are actually providing adult education. If evening programs may be taken as an index, it would appear that significant offerings in the junior colleges are provided only at Cameron and NEOAMC. All of the degree-granting

[3] Women are admitted to evening programs, and at least two women have been graduated by OMA. However, no women are admitted to the resident collegiate program.

institutions, public and private, include on-campus adult education as a function. To provide such opportunities "off campus" is also considered an appropriate function for most of the state colleges, but not for the private junior colleges or the municipal colleges. Three presidents of private senior institutions say this is and should be a function of their respective institutions, but here again there is no available information by which to judge the extent to which this function is actually being performed.

The question of the nature of adult education opportunities on and off campus, to whom they are or should be available, and how they may be most effectively interrelated calls for further study.

Organized Research and Training Programs

These are functions which, in some respects, come under the general topic of instructional services and activities but they might equally well come under the non-instructional category. As a matter of convenience they are presented here because at the graduate level research and instruction are closely interwoven.

In every institution faculty members should be encouraged to conduct some research related to their own disciplinary interests. However, fundamental research supported by institutional funds normally has been the primary responsibility of the universities. In Oklahoma, the presidents of the two state universities report this is an accepted function. With one exception the state college presidents say that it is or should be a function of their colleges. The presidents of state junior colleges are equally divided as to whether their institutions should conduct organized research supported by institutional funds. Four of the five presidents of private senior institutions likewise consider the conduct of organized research supported by institutional funds to be an appropriate function of their institutions.

There is almost complete agreement among the presidents of the state universities and colleges that to conduct research and training programs supported by federal or private agencies is a function of their respective institutions. In fact, only one senior college president says that it is not and should not be. Likewise, the presidents of the private senior institutions say this is now, or should be, one of their functions. Three junior college presidents include research supported by other than institutional funds as an appropriate function of their respective institutions. It is difficult to evaluate these responses without knowing more specifically the concept of research and planning each respondent had in mind. It is possible that the replies indicate an interest on the part of institutions in participating in the rapidly expanding federally-supported activities in higher education.

If past experience can be taken as a guide, it may be anticipated that contracts for research will go primarily to institutions which have distinguished research scholars on their staff and have, or are willing to develop, adequate research facilities. But there are also emerging many different type of *training* programs that have certain elements of research and evaluation in them. It is altogether possible that some of the state colleges may have personnel and facilities that will enable them to participate effectively in certain of these training programs. If this is what the presidents of the state colleges have in mind, they should not be discouraged from investigating possibilities. But it is necessary, both in the universities and the colleges, to take account of the impact of contracts for research and training programs, whether federally subsidized or supported by private agencies, on the ongoing activities of the institutions.

Religious Vocations and Atmosphere

Two statements included in the questionnaire are tangentially related to instructional activities. They are "to prepare people for the ministry and church-related vocations" and to "provide education in a Christian atmosphere." To prepare people for the ministry is not generally regarded to be a function of the public universities and colleges or junior colleges. This is accepted, however, as a function of private senior and junior colleges. There is almost unanimous agreement among the presidents that both the state and private institutions should provide a Christian atmosphere. One president takes exception to this function, however, because "it would be difficult to assert this as a function of this institution without offending someone; there are enrolled students of many different religious faiths." He would state this function in broader terms such as trying consciously to serve a "Judeo-Christian culture."

Non-Instructional Services and Activities

Numerous and diverse activities of a non-instructional nature that contribute directly or indirectly to the achievement of the goals of higher education are

performed by many colleges and universities in Oklahoma. A complete inventory of these services and the activities involved would, in itself, constitute a small volume. Only a sampling of a few of the more significant functions in this area was, therefore, included in the questionnaire. Some of these relate to activities in the institution, others to activities centering in community relationships.

Non-Instructional Campus Activities

"To provide special services relating to students' health and welfare" broadly construed may include not only medical examinations, medical and infirmary services and psychiatric consultation, but also food services, inspection and approval of off-campus rooms and living facilities and recreational facilities. The presidents of the public senior and junior colleges, except one in a junior college, and the presidents of the private senior and junior colleges, with one exception, said this is an appropriate activity of their respective institutions.

In the case of a local junior college that is not residential, health services as well as other types of student welfare activities may quite properly be much more limited than they would be in a residential college — junior or senior. It is an accepted principle in most colleges and universities throughout the nation that a student's physical and emotional well-being are so intimately related to his academic achievement that they must be recognized as important elements of an institution's total program. This point of view, with the two exceptions noted, is accepted by the presidents of Oklahoma colleges and universities of all types.

"To provide special counseling, guidance and other services" is another facet of an institution's concern for the "whole man." There is complete agreement among all of the presidents concerning this activity. Here again, the nature and scope of activities involved will vary with the type of institution and the level of education reached by the student. Though they will differ in nature, counseling services provided for graduate students are no less important than they are for undergraduates. It is also important that undergraduate counseling services, particularly at the freshman level, be closely articulated with guidance services in the high schools.

The importance of an effective undergraduate counseling program is emphasized by the fact that a large percentage of students change their educational objectives and their fields of specialization between admission and graduation. There should be no question that to provide special counseling and other student personnel services is an essential function of all Oklahoma colleges and universities. The evaluation of the effectiveness of these services, with a view to their improvement, should be a part of each institution's continuing self-appraisal.

Another function within an institution is to provide faculty and students a "forum for the open and free discussion and critical evaluation of controversial social, economic and political issues." This is especially important in the light of many national and international issues that call for intelligent consideration. Only four of 31 presidents of Oklahoma universities and colleges responding to this question say this is not or should not be a function of their respective institutions. The almost complete unanimity of responses indicates a general acceptance of the principle that colleges and universities should provide a forum for the open and free discussion of controversial issues for both faculty and students.

College-Community Relationships

The statements in the questionnaire concerning functions involving community relationships pertain to (1) providing recreational services, health services, cultural activities and entertainment not otherwise provided for the general public; (2) providing free consultation services regarding social, economic and political problems to either public and non-profit or private enterprise.

Concerning the provision of recreational services for the public, seven of the 11 presidents of the state universities and senior colleges say this is not and should not be a function of their institutions. The presidents of the state junior colleges on the other hand, with two exceptions, say this is and should be one of their functions. Quite to the contrary, all the presidents of municipal junior colleges, except one, do not consider this an appropriate function. Four of the five presidents of private degree-granting colleges and all presidents of the private junior colleges disavow this as a function. It is difficult to draw any general conclusions from these diverse responses.

An institution may have recreational facilities — a golf course, a swimming pool, an athletic field, a track or a picnic ground and park — that could be open to the public under conditions that would not interfere with its normal activities. In such circumstances the provision of recreational facilities

not otherwise available to a community might be a valuable service. In another institution, however, there could well be circumstances that would make the provision of such recreational facilities quite inadvisable. Because of the variety of extenuating circumstances, it is impossible to state a general principle governing this function.

"To provide health services to the general public which are not otherwise available" is a more specialized function. Only three presidents of the state universities and senior colleges, two of those in public junior colleges and one in a private degree-granting institution, say this is or should be an institutional function. While generally, this may not be regarded an appropriate function for a college or university, there may be exceptions where an institution operates a hospital whose capacity exceeds institutional demands, where a medical school operates a clinic that can serve community needs, or where special services affecting sanitation may be of mutual benefit.

"To provide various kinds of entertainment for the public which are not otherwise provided" is a function regarding which there is a wide divergence of practice and opinion. Of the 11 state university and senior college presidents, eight say it is not or should not be one of their functions. There is similar division of practice and opinion among the presidents of the other institutions — junior and senior, public and private.

The interpretation of these responses hinges on the interpretation of "entertainment." If athletic events to which admission is charged are considered public entertainment, this function is widespread. "Entertainment" may also be interpreted to include such activities as drama, music events or motion pictures. It would seem to be an appropriate function of a college or university to make these available to the public insofar as this can be done without restricting their accessibility to students and faculty. Such a provision might be justified as a means of raising the cultural level in a community and of promoting good public relations and good will.

"To provide cultural activities for the general public which are not otherwise available" is closely related to the function of providing entertainment. Twenty-two of 26 responding presidents of the colleges and universities — junior and senior, public and private — say this is or should be a function of their institutions. On the other hand, three of five municipal college presidents reported this not to be an appropriate function.

The first responsibility of a college administration and faculty is to the students. Insofar as an institution can project its cultural influences into the community through lectures, art exhibits, musicals and other activities without detracting from its first responsibilities, this is a proper function. Enriching the cultural life of the community is also a means of enriching the environment in which the faculty and students live. This would seem to be an especially important function in a junior college community where the majority of students live at home, as the community cultural life assumes added importance.

Another function involving community relationships pertains to "providing free consultation services regarding social, economic and political problems" either to public or to private organizations. Regarding consultation services to public or non-profit organizations, 13 of the 18 presidents of state junior and senior colleges and universities say this is or should be a function of their institutions. Six of the eight presidents of private institutions, junior and senior, express the same views. On the other hand, four presidents of municipal junior colleges say this is not and should not be a function of their colleges.

Concerning consultation to private agencies the weight of practice and opinion shifts slightly toward "is not and should not be a function" in both the state and private colleges and universities. The presidents of the junior colleges — public, municipal and private — express practically the same views concerning consultation to private organizations as those concerning consultation to public organizations. Because of their public support the state colleges and universities probably feel more strongly constrained to provide consultation services to public and non-profit organizations. Several presidents noted, however, that this function must be "within limits." It may be added that the extent to which consultation services of the type under consideration are provided must be governed by a number of factors such as the existence of a bureau of business or economic research; the nature of the consultation sought; and the effect of such consultation on the ongoing instructional and research activities of the institution.

Chapter IV

Higher Education Goals in Oklahoma

Goals are to education what a flight plan is to a pilot. They describe the course that education should take and they define the ends to be achieved. To be meaningful, a statement of goals for higher education must keep in focus regional and national needs, as well as needs and conditions peculiar to the state. The foundation of our nation's strength is the education of its citizens. But the education of citizens is the responsibility of the several states; it follows, therefore, that the strength of the nation is determined by the combined educational strength of its component states.

This interrelationship has long been recognized. Almost two decades ago the President's Commission on Higher Education said, "In a real sense the future of our civilization depends on the direction education takes. Not just the distant future, but in the days immediately ahead . . . The scientific knowledge and technical skills that have made atomic and bacterial warfare possible are the products of education and research and higher education must share proportionately in the task of forging social and political defenses against obliteration . . . The measures higher education takes will have to match in boldness and vision the magnitude of the problem." "In the light of this situation," the Commission continues, "higher education has to attempt to select from among the principal goals for higher education those which should come first in our time. They are to bring to all the people of the nation: education for a fuller realization of democracy in every phase of living, education directly and explicitly for international understanding and cooperation, education for the application of creative imagination and trained intelligence to the solution of social problems and to the administration of public affairs."

After almost two decades since the Commission highlighted these goals, their achievement has become imperative. How imperative is indicated by current emphases on strengthening the moral fabric of our society, expanding and equalizing economic and educational opportunity, improving the conditions of health and well-being of our people and of all peoples, and of developing qualities of citizenship commensurate with new and changing responsibilities.

Insofar as regional goals for higher education focus attention on special needs and conditions, these must also be given consideration. The report of the Commission of Goals for Higher Education in the South states forcefully those goals that reinforce national goals. The five goals formulated by the Commission are:

—To provide every individual with opportunity for maximum development of his abilities;

—To produce citizens responsive to the social, economic and political needs of their time;

—To achieve excellence in teaching, scholarship and research;

—To accelerate the economic progress of the Southern region through education and research;

—To guide the region in solving social problems created by population changes, racial differences, urbanization and technological growth.

While these statements of national and regional goals must be taken into account, goals for higher education in Oklahoma must be indigenous to the state and must express the critical forward-looking and imaginative thinking of its educators, legislators, and citizens. With a view to arriving at a consensus on goals of higher education in Oklahoma, expressions of opinion and points of view have been secured from faculty members, student leaders, alumni and leading citizens.

Oklahoma Goals

The following statements present in condensed form goals for higher education in Oklahoma, which in the opinion of the research staff, the Problem Area Advisory Committee and the consultants, reflect quite accurately the consensus of legislators, educators and other citizens. The statements are classified into four broad categories — those that relate to individual needs, those that relate to societal needs, those that relate to the nature of higher education and those that relate to effectiveness and support.

Goals Related to Individual Needs

GOAL 1: Appropriate opportunities for education beyond the high school should be available to all who seek and can profit therefrom.

The implications of this statement are far-reaching. "Appropriate opportunities" must take into account the fact that not all candidates for post-high school education have the interests or aptitudes required to pursue the usual academic program. Opportunities must include, therefore, various forms of non-academic technical-vocational education. But it must also be recognized that every individual who pursues education beyond the high school must assume the responsibility of a citizen and therefore must be given opportunity to develop the requisite understandings and competencies to perform as a citizen.

"Education beyond the high school" is applicable to all individuals who are competent to profit by further education, whether they qualify on the basis of formal education through high school or on the basis of demonstrated competencies acquired by experience and self-directed education.

"Should be available to all" must be construed to mean that barriers of distance, finance, race, sex or nationality shall not deprive the eligible individual of opportunities to pursue his education. Moreover, these opportuities should not be limited to residents of Oklahoma. Some provisions must be made for out-of-state students both because there is a danger of student bodies becoming provincial and because avenues should be kept open for Oklahoma students to attend institutions outside of the state. It is especially important that the flow of students among the higher institutions of the states be encouraged.

The opinionnaire study conducted as a part of the research on functions and goals clearly shows that faculty, students, alumni and citizens are in substantial agreement that all qualified students should have an opportunity to continue their education beyond the high school. Generally, they favor an "open door" admissions policy in all public junior colleges but not in public four-year colleges. A substantial majority believe that qualified students who lack adequate financial resources should be identified and given appropriate financial aid. There is also general agreement among them that out-of-state students should pay higher tuition and/or fees than those paid by Oklahomans. The percentages of these groups who believe that non-resident graduate students should pay extra fees was consistently lower than the percentages of each group who would increase the charges for all out-of-state students.

The point must be made here, even though it will be stressed later, that the fulfillment of this goal does not require every institution in the state to operate under "open door" admissions policy. It means, rather, that the policies and programs of all institutions — public and private — must be coordinated so that appropriate opportunities for all and special opportunities for some may be available.

GOAL 2: Those responsible for education beyond the high school in Oklahoma should attempt to identify, conserve and develop the talents of all worthy youth.

This means that testing and counseling services must be provided both at the high school and the post-high school level to enable students to appraise their competencies and limitations and to select an institution whose purposes and programs are compatible with their abilities and interests. The full achievement of this goal also requires the provision of supplemental aids designed to repair deficiencies in the individual's preparation. Not all high school graduates have an equally good command of English, foreign language, mathematics or other basic subjects. The common practice of requiring all students to begin their academic work at the same educational level and to proceed at a uniform pace imposes an unnecessary hardship on students who have remediable educational handicaps and may delay unduly the progress of superior students. This procedure is inconsistent with the goal of identifying, conserving and developing the talents of all post-high school youth. Flexibility is an essential characteristic of an educational program designed to serve the needs of students whose competencies are not all alike.

GOAL 3: Higher education in Oklahoma should provide opportunities for adults to keep abreast of new developments in the arts and sciences and the professions.

The boundaries of knowledge are expanding at an accelerated pace. As a consequence, the knowledge persons gain in college will be out-of-date long before they reach retirement. It might be hoped that a college education would enable individuals

to keep up with expanding knowledge by general reading and independent study. Generally speaking, however, experience indicates that college graduates do not or cannot keep up with new knowledge, either because they lack time or they lack motivation or because the new knowledge is not available in a usable form. To provide continuing education for adults must, therefore, be one of the goals of higher education. On this issue there is strong agreement among all of the groups consulted.

GOAL 4: Higher education, in concert with emerging institutions in Oklahoma, should provide both training and retraining opportunities in vocational-technical education.

This goal is closely related to the preceding one, yet it is distinct in its application. Automation relentlessly displaces human skills. While efficiency may thereby be improved, the morale of displaced humanity and economic distress resulting from unemployment must be matters of great social concern. Higher education provides one means of aiding displaced persons to find new avenues of self-realization, either vocational or avocational. While this must be a goal of higher education in Oklahoma, it need not be, in fact, should not be a goal of every institution.

A majority of the persons who were consulted agreed that an emerging function of Oklahoma higher education should be the training and re-training of the industrial labor force for employment in a technological society.

Goals Related to Social Needs

GOAL 5: Higher education should contribute to the economic growth of the state.

It is a well-established fact that the higher the educational level of a people — state, regional or national — the higher will be its economic status. All four groups of persons consulted believe strongly that Oklahoma colleges and universities should be aggressive in developing vigorous relationships with the state's business and industrial community. Programs of graduate study and programs of research should be consciously planned and developed both to serve the needs of business and industry and to attract new business and industry to the state. Moreover, new knowledge derived from research should be transmitted to business and industry.

Industry has discovered that location near a center of high-level brain power is as important as location near markets, raw materials, transportation or skilled and semi-skilled labor forces. A strong system of higher educational institutions, particularly institutions with strong graduate programs, can make a great contribution to the state's economic development.

GOAL 6: Higher education should contribute to the social and moral well-being of the state and of the nation.

Great national concern is expressed these days about major social problems, among them, poverty, crime, disease, delinquency and unemployment. Oklahoma is faced with these problems.

Despite the urgency of these problems, there is little agreement among the four groups — faculty, students, alumni and other citizens — on the contributions that higher education can or should make to their solution. A slight majority of all the groups, students being the highest, agree that institutions of higher education should be agents of social change; but there is less agreement concerning the specific social problems with which they should be concerned. They seemed to agree that problems of urbanization are properly the concern of higher education, but there is no corresponding agreement about problems of unemployment. Faculty, students and alumni agreed by a small majority that the higher education institutions should assume leadership in the solution of problems of race relations. The members of the Citizens' Advisory Committee did not concur in this point of view.

Despite the uncertainty of these groups, it can be said with considerable assurance that higher education should continuously study the underlying causes of social problems, as well as possible ways of alleviating them. In the years ahead, research in these areas should be greatly intensified and institutions should assume greater leadership for such researeh. In addition to furnishing expert opinions and data on social problems, individuals in higher education can also provide leadership for other citizens of the state.

GOAL 7: Higher education should promote the cultural development of Oklahoma.

There was strong agreement among the reference groups — faculty, students, alumni, citizens —

that each institution of higher education should be a cultural center. While there was less unanimity as to the kinds of cultural activities the institutions should maintain and promote, a significant majority expressed the belief that each institution should strive to develop an outstanding program in one of the arts and should promote an interest in the arts through museums and exhibits, through cooperation with public schools in the development of cultural programs and through publications of meritorious literary works by the universities.

These reactions and suggestions reinforce the important responsibility of each college and university to become a cultural center in which liberal education is given emphasis in the undergraduate curriculum and from which radiate through many channels cultural influences that enrich the lives of all people in the state and the region.

Goals Related to the Nature of Higher Education

GOAL 8: There should be a systematic division of responsibility among Oklahoma institutions of higher learning.

There was general agreement among the reference groups and others who were consulted that general education should form the core of the curriculum in all colleges and universities of the state, but that the content of general education need not be the same for all students. Both the emphasis on the cultural benefits to be derived and the demands of competent citizenship support this conclusion. In addition to general education, advanced education — undergraduate and graduate in the liberal arts — and education preparing for the professions, as well as programs for adults, must be available in designated institutions.

The horizontal dispersion of educational functions and programs is essential if a state system is to achieve both quantity and quality. In his recent book, *A General Pattern for American Public Higher Education*, T. R. McConnell stresses the importance of concerted planning and coordination in meeting the diverse needs of students and society. In his words,

> We as a people have the resources to finance a reasonably adequate program of higher education; but no state can afford the luxury of unnecessary duplication of educational opportunities, such as offering specialized, professional, or graduate curricula in more institutions than required to meet generously the demonstrated needs of the state or region and to make an appropriate contribution to the nation's supply of highly educated manpower. Neither can many states afford the luxury of turning all their public colleges into universities offering doctoral degrees in many fields, shouldering vast outlays for personnel and equipment. Even in wealthier states, the alternative to sensible allocation of responsibilities and the safeguarding of high quality is educational enfeeblement. One need not look far to see what happens to higher institutions when the support is thinly spread. The absence of quality is conspicuous.[1]

Certain types of programs should be allocated to specified institutions. It is both unfeasible and uneconomical for all institutions to undertake to cover the whole broad spectrum of educational needs. A state plan is called for that will, on the one hand, provide all essential types of post-high school education; and on the other hand, avoid unnecessary and expensive duplication in programs among the institutions. A system of advisory councils might be helpful to the State Regents in developing such a plan.

There may be areas of educational need for which most satisfactory provision can be made through cooperative arrangement with the institutions in other states. Full consideration should be given to such possibilities.

GOAL 9: Higher education in Oklahoma should constantly strive to achieve the highest possible levels of excellence.

Much is said and written about the need for protecting and improving quality in higher education. One of the most effective and succinct statements on this issue was made by the Commission on Goals for Higher Education in the South in the following words:

> A major threat to excellence in higher education today is the tendency to attempt too much with too little. Colleges are built and opened without adequate resources for their support. Two-year

[1] T. R. McConnell, *A General Pattern For American Public Higher Education*, McGraw-Hill Book Company, Inc., New York, 1962, p. 142.

institutions, instead of perfecting their programs, concentrate on trying to expand to four-year institutions. Four-year colleges begin offering the master's degree before their undergraduate work meets minimum standards. Universities expand their doctoral offerings into new fields without discrimination or adequate preparation. And all institutions suffer from the temptation to offer too many courses in too many fields.

The money directly expended on thin and mediocre courses is but a small fraction of the costs involved. A fearful price is exacted of the student who leaves the institution ill-equipped for the heavy responsibilities which he will face.

What is needed is a policy of self-restraint. Faculties and administrators must be willing to eliminate unjustifiably small classes. State legislatures should demand and make possible higher quality as well as fuller opportunity. Chambers of commerce must put educational wisdom ahead of civic pride, perhaps striving for the best two-year college in the state instead of a mediocre four-year college. Religious denominations should concentrate their resources on a few strong institutions, making them colleges of quality, rather than spreading funds over a great number of weaker institutions.

GOAL 10: Graduate instruction and research of high quality should be provided and adequately supported.

Graduate instruction and research are costly and must be carefully planned and directed. In response to the growing demand for programs beyond the bachelor's degree by public school teachers and administrators, some colleges — public and private — will be justified in offering additional master's degree programs. Programs at this level should be undertaken only when it has been demonstrated that such needs exist and that such programs can be added without jeopardizing other necessary programs.

The need for college teachers, especially for teachers in junior colleges, is becoming more and more critical. There is a growing conviction among educators that graduate programs designed to produce research scholars do not necessarily serve equally satisfactorily to prepare college teachers. Some authorities suggest, therefore, that graduate programs be designed especially for the preparation of college teachers. Such a program should be no less rigorous in its demands for sound scholarship than is the research program culminating in the doctorate, but the emphasis in the program and competencies to be achieved should be focused on producing an effective teacher-scholar rather than a research scholar.

Good research, like high quality instruction, is an essential element of graduate education. It is a means of attracting outstanding scholars to the staff and outstanding students to the program. It is an effective means of promoting social and economic development, and it may be directed to serving the national interest.

Doctoral programs including instruction and original research should be limited to universities that can conduct them on a high plane of quality. A university should usually undertake to develop "peaks of excellence" in a limited number of fields rather than to spread its resources over a wide area. Programs based on this principle of selective specialization in the universities should be coordinated so as to keep at a minimum costly and unnecessary duplication and to provide for cooperative inter-institutional programs in fields in which personnel and facilities are complementary.

Having stressed the importance of graduate instruction and research and the necessity of avoiding unnecessary and costly duplication, it must be emphasized that when all of the justifiable economies are exercised, education at this level is still costly. The institutions should not be compelled to carry this phase of their programs at the expense of other equally important activities; therefore, the state should provide adequate support for graduate education and research.

GOAL 11: Higher education in Oklahoma should be sensitive to and receptive to new concepts, developments and procedures.

Higher education as a profession, like other professions, is subject to improvement through research and experimentation. From this research and experimentation conducted by the institutions themselves, or by other institutions, emerge new theories of learning, new procedures for teaching and directing learning, and new methods of revising and organizing curricula. Automation produces obsolescence in higher education just as it does in other professions. Institutional research relating to all of the factors that affect its quality and efficiency is basic to the maintenance of excellence.

Goals Related to Effectiveness and Support

GOAL 12: Educational institutions in Oklahoma should strive to achieve a high level of efficiency and effectiveness.

In the interest of giving maximal educational returns for each dollar spent, higher education institutions in Oklahoma must employ rigorous criteria of self-appraisal. They must give consideration to the full use of their facilities on a year-round basis; they must achieve full utilization of instructional space by coordinating size of classes with the seating capacity of classrooms and by scheduling classes at the less popular hours. They must make full use of technological aids in teaching so that the ratio of students per faculty member may be increased without impairing quality of instruction and they must correct over-expansion of course offerings.

GOAL 13: The state should provide the fullest possible support for higher education.

Financing higher education adequately constitutes a special problem in Oklahoma. Despite the fact that the percent of general income of the state given to the support of higher education was above both the national and regional average in 1965-66, the average salaries paid faculty members in public universities were approximately $1,200 below the national average; in the state four-year colleges the difference was about $1,200 and in the two-year colleges it was about $1,800. This means that in order to hold its own in inter-institutional competition for faculty and graduate students, Oklahoma must exert an extraordinary financial effort. It means also, as already suggested, that the institutions must endeavor to operate at a maximum level of efficiency.

But members of the faculty should not find it necessary to seek research contracts or to find other sources of supplementary income in order to maintain a satisfactory level of income. The greater the extent to which faculty members disperse their energies under economic pressure the greater is the jeopardy to the quality of higher education.

Chapter V

Recommendations

Basic to the development of a long-range master plan for Oklahoma higher education is the careful delineation of the goals to be accomplished and, in line with these goals, the delineation of the major functions of each institution or group of similar institutions in the State System. Educational programs and activities should then be undertaken at each institution which are compatible with their designated functions and those which are not compatible should be eliminated.

It is important that the straying of institutions from their assigned functions be prevented. Curricular expansion is a natural phenomenon found in every viable institution, however, and channeling institutional ambitions into directions compatible with state-wide goals and needs, without at the same time stifling ambition and creativity, requires imaginative coordinating leadership.

The great difficulty in preventing needless duplication of functions and programs within the State System is in resisting institutional pressures to expand supportive general education courses into full-blown degree programs. In addition to those basic courses that develop specialized skills and knowledges, each institution appropriately provides supportive courses such as music, art, literature and the like designed to familiarize the student with the more cultural areas of knowledge and of life. Departmental faculty will argue that students should be admitted for major work in these supportive programs since it can be done with little or no additional resources, a position which at first glance seems logical. However, the expansion of supportive departments, first in the number of such courses offered and then in the size of the faculty, will ultimately divert the institution from its assigned functions and lead to competition for additional students with those institutions having similar degree programs.

It is equally important that the division of functional responsibility among institutions, once estab-

lished, not become too rigidly fixed. New problems, new needs, are constantly emerging. Institutions must be encouraged to remain sensitive to these societal needs and to make changes to meet them. These changes should be based on careful research and study, however, and made in the context of comprehensive, system-wide planning.

Oklahoma is more fortunate than most states in that since the establishment of the State System in 1941, concerted effort has been made to develop differentiation of functions among basic types of state institutions. Substantial understanding has already been achieved regarding the division of educational responsibility. There are a few areas where unnecessary duplication of effort currently does exist, however, and a task remaining to be accomplished is its elimination.[1]

Following is the division of functional responsibilities among the three types of higher education institutions in The Oklahoma State System of Higher Education as they currently exist:

Basic Functions of Two-Year Colleges

1. Shared responsibility with senior colleges and universities for remedial education for students whose high school preparation has not qualified them for college-level work.

2. Shared responsibility with senior colleges and universities for the first two years of college work leading to a baccalaureate degree.

3. Shared responsibility for on-campus adult education.

4. Primary responsibility for vocational-technical education requiring two years or less of post-high school education.

5. Primary responsibility for undergraduate general education leading to an associate degree.

Basic Functions of Senior Colleges

1. Shared responsibility with senior two-year colleges and universities for remedial education for students whose high school preparation has not qualified them for college-level work.

2. Shared responsibility with two-year colleges and universities for the first two years of college work leading to a baccalaureate degree.

3. Shared responsibility with two-year colleges and with Oklahoma State University for vocational-technical education in areas compatible with baccalaureate degree programs.

4. Shared responsibility with state universities for upper-division work leading to the baccalaureate degree in the liberal arts and sciences.

5. Shared responsibility with two-year colleges and universities for on-campus adult education.

6. Shared responsibility with state universities for off-campus adult education compatible with programs offered on the main campus.

7. Primary responsibility for baccalaureate degree programs in Teacher Education.

8. Exclusive responsibility for graduate education leading to the Master of Teaching degree.

Basic Functions of Universities

1. Shared responsibility with two-year and senior colleges for remedial education for students whose high school preparation has not qualified them for college-level work.

2. Shared responsibility with two-year colleges and senior colleges for the first two years of college work leading to a baccalaureate degree.

3. Shared responsibility with senior colleges for upper-division work leading to the baccalaureate degree in the liberal arts and sciences.

4. Shared responsibility for on-campus adult education and primary responsibility for off-campus adult education compatible with programs offered on the main campus.

5. Primary responsibility for professional programs requiring four years of college work, and exclusive responsibility for professional programs requiring five or more years of college work (with the exception of Pharmacy).

[1] See Report 7 of the Self-Study, *Higher Education Opportunities and Needs in Oklahoma*, Oklahoma State Regents for Higher Education, Oklahoma City, September 1965, pp. 62-66.

6. Primary responsibility for organized research.

7. Primary responsibility for correspondence study.

8. Exclusive responsibility for graduate education leading to the master's degree (except Master of Teaching) and to a second professional degree.

9. Exclusive responsibility for doctoral programs.

10. Exclusive responsibility for post-doctoral education.

Recommendations

The following recommendations are directed toward the further achievement and strengthening of differentiation of functions among institutions in The Oklahoma State System of Higher Education. Although leadership for initiating most of these recommendations must be provided by the Oklahoma State Regents for Higher Education, their successful accomplishment will require the cooperation of institutional governing boards, administrations and faculties. Their successful implementation will in most instances require increased levels of financial support, the achievement of which requires the cooperation and leadership of the Legislature, the Governor, and the people of Oklahoma. Only with the cooperative leadership and efforts of all individuals and groups interested in and responsible for higher education in the state can the successful accomplishment of the ultimate objective be reached, the provision of appropriate post-high school educational opportunities with the best possible utilization of resources.

1. **It is recommended that the goals for Oklahoma higher education presented in this report be adopted and that the State System's total effort be directed toward their achievement.**

Goals provide a guide for educational planning. They provide a sense of direction and purpose for those individuals and groups interested in and responsible for providing higher education opportunities. They provide a frame of reference for policy decisions about institutional functions and activities, about the allocation of resources, about educational standards, and about operational activities.

A state system of higher education without goals is like a ship without a rudder or a teacher without an educational philosophy. In the absence of goals, suggestions advanced to meet the State's educational problems may serve to accentuate problems and factional differences rather than move toward their solution.

The State System should adopt the goals set forth in this report, and should develop a long-range master plan designed for their achievement. Policy decisions by the State Regents, operational decisions by the governing boards, and administrative and faculty planning should be compatible with these goals.

2. **It is recommended that the State Regents, in cooperation with each institution, clarify and formally adopt a written policy statement with regard to each institution's functions.**

Article XIII-A of the Constitution of the State of Oklahoma provides that all institutions of higher education supported wholly or in part by direct legislative appropriations shall be integral parts of The Oklahoma State System of Higher Education. Section Two of this Article further provides that the Oklahoma State Regents for Higher Education, as the coordinating board of control of the State System, shall ". . . determine the functions and courses of study of each institution to conform to the standards prescribed; . . ."

Vitalizing legislation passed by the 1941 Oklahoma Legislature to implement Article XIII-A of the Constitution provided that each institution's functions and courses of study would remain as they were "until changed with the approval or by the order of the Regents." [2] In the 24 years since the adoption of Article XIII-A by the people of Oklahoma, numerous changes of institutional programs have been authorized that have directly or indirectly modified institutional functions. However, there is presently no single document or source to which one can turn to identify the authorized functions of any institution or constituent agency in the State System. The only way to ascertain the legal functions of any college is to begin with the programs offered by that institution in 1941, and trace the actions of the State Regents as recorded in their official minutes and supportive records during the

[2] Title 70, *Oklahoma Statutes 1961*, Paragraph 1979.

intervening 24 years. Even this is a hazardous exercise, for the minutes are not uniformly complete or definite as to the actions taken.

The inability of the State Regents' office to identify the current legal functions of an institution or other constituent agency of the State System is a serious shortcoming for it is difficult to ascertain if the State Regents, in considering institutional proposals, are being asked to add to, modify, eliminate or re-confer programs and functions that already exist. The development of such a policy document, which should receive the early attention of the State Regents, should give consideration to the following ten recommendations relating to institutional functions.

3. **It is recommended that the vocational-technical function of the two-year colleges be broadened and strengthened in order to help produce the increasing number of technically trained workers required by Oklahoma industry in the decade ahead.**

Over the next decade, the number of technically trained workers required to meet manpower needs of Oklahoma industry is projected to be 50 to 60 per cent greater than the number presently employed. The need for skilled workers is projected to exceed the need for technical workers by a considerable margin.[3] The growing reluctance of industry to train its own technicians and the gradual breakdown in the "apprenticeship" method of producing skilled tradesmen is forcing these programs into the mainstream of the higher education system.

The two-year institution is uniquely structured to serve the function of providing post-high school technical-vocational education for students who are not candidates for the baccalaureate degree. It is generally accepted that such programs should be incorporated as part of a comprehensive curriculum of the two-year college, and that they be tied in with an "open door" admission policy.

Instructional salary cost studies clearly indicate that terminal-type courses, particularly those which are technical in nature, are more expensive to teach than academic courses. It is not realistic to expect existing institutions to assume increasing responsibility for filling this vocational-technical program gap if they must superimpose the cost on already-overburdened budgets.

4. **It is recommended that the functions of organized research and graduate instruction leading to the doctorate remain the primary responsibility of the two state universities, and that the level of support for these two important functions be raised substantially.**

The essence of state-wide planning and coordination is to choose wisely from alternative goals and to allocate scarce resources for their accomplishment. If there were no shortage of resources, there would be no need to be concerned about differentiation of institutional functions and programs. Each institution could be permitted to develop full-blown programs for whatever students chose to enroll, with little or no regard for cost or efficiency of operation. Unfortunately, such is not the case. Not only are resources for the support of higher education insufficient, but they are becoming more scarce with each passing year. As college enrollments rise, it becomes increasingly important to allocate functions and programs among institutions in order to provide the widest possible opportunity for the greatest number of individuals with the most efficient possible use of limited resources.

University education is expensive education. To document this fact one need only study the annual financial reports of colleges and universities in the State System. In 1964-65, the two state universities in Oklahoma enrolled 48.5 per cent of the students attending state institutions, yet they expended 63.6 per cent of funds available for the support of educational and general budgets. If the expenditures of constituent agencies of the universities are included, universities accounted for 70.2 per cent of the total educational and general expenditures.

The higher cost of the university-type institution is due chiefly to the cost of the graduate instruction function, the research function, and the extension function. Except for a few of the more populous states, most state legislatures have found it desirable to limit the number of state universities to only one or two.

Oklahoma, with two state universities, has found it exceedingly difficult to fund both institutions at desired levels. In spite of concerted efforts in recent years to raise the level of support of these institutions, they lag far behind comparable universities

[3] *Ibid.*, p. 67.

in the region and in the nation. The recent report of the American Council on Education rating the quality of graduate programs is further evidence of Oklahoma's need to increase the support of graduate education programs. Of the 30 graduate programs that were rated, neither university in the state received a quality rating above "adequate plus." [4]

Only by raising the level of state support for research and graduate education can Oklahoma universities strengthen and expand these important functions. The State Regents' procedures for developing operating budget requests for institutions in the State System should be modified and improved so as to recognize the need for adequate state support.

5. **It is recommended that the functions of Central State College be broadened to include the provision of baccalaureate degree programs for new and emerging professions as such needs develop. It is further recommended that the graduate curriculum at this institution be broadened to include the Master of Arts and Master of Science degrees.**

There are a number of occupations that will likely be seeking professional status during the coming decade, including those of computer technology, criminology, police science, penology, and the like. As the members of such occupations move to improve the status of their members, they exert pressure upon higher education to offer special courses and to establish accredited degree programs. By requiring graduation from an accredited baccalaureate degree program, not only can the emerging professions achieve a measure of selectivity in terms of the academic attributes of their members, but they can also indoctrinate the membership in the principles, theories, and points of view of those already in professional practice.

Not all of these occupations necessarily will seek, or can justify, the establishment of baccalaureate degree programs. For those that do have legitimate needs, however, higher education will need to provide appropriate collegiate programs. Central State College, as an emerging institution in a rapidly growing metropolitan area, is uniquely situated to develop programs for these emerging professions. Also, the institution should expand its graduate program to include Master of Arts and Master of Science degrees in fields of high student demand in order to meet the particular needs of the geographic area it serves.

6. **It is recommended that the Oklahoma College of Liberal Arts continue to develop as an experimental college with a select curriculum for students of special promise who wish to accelerate their college learning experience.**

In July of 1965, the State Regents approved Resolution No. 384 changing the functions and standards of admission at the Oklahoma College for Women whereby both men and women students would be admitted to pursue four years of study in the liberal arts culminating with the bachelor's degree. The faculty, administration, and governing board were directed to plan an appropriate liberal arts curriculum. Concurrent with this action, the name of the institution became the Oklahoma College of Liberal Arts.

On June 17, 1966, the Board of Regents for OCLA presented a prepared statement and preliminary plan for accomplishing its new mission. This plan should be further refined and financial support obtained for its implementation.

7. **It is recommended that the functions of Cameron State Agricultural College be expanded upward to include baccalaureate degree programs in the liberal arts and the sciences, with students to be admitted to the junior year in 1968, and to the senior year in 1969. It is further recommended that the institution be operated as a community senior college, that it continue to provide vocational-technical programs of less than baccalaureate degree length, and that its name be changed to more nearly reflect its expanded functions.**

In 1964, the population of Comanche County was estimated by the Bureau of Business Research of the University of Oklahoma to be 105,663. Only two counties in the state — Oklahoma and Tulsa — exceed Comanche County in total population. As the third largest of the state's 77 counties, Comanche County has the potential college-age population to support a senior college. In the Fall of 1965, there were 2,381 students enrolled at Cameron State Agri-

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[4] Allan M. Cartter, *An Assessment of Quality in Graduate Education*, American Council on Education, Washington, D. C., 1966.

cultural College of which 1,448 were freshmen, 749 were sophomores, and 184 were special students. In the State System, the retention rate from the sophomore to junior class is 80 per cent, and from the junior to the senior class it exceeds 98 per cent. Assuming the same retention rates as presently experienced by other institutions in the State System, there currently exists a potential four-year college enrollment of 3,550 at Cameron. This does *not* include some 1,045 students from Comanche County who now matriculate at other institutions in the state, many of whom would likely attend Cameron State Agricultural College were it a senior institution.

Of the 1,045 Comanche County students who matriculated at an out-of-county college, nearly 60 per cent attended four state institutions — the University of Oklahoma, Oklahoma State University, Central State College, and Southwestern State College. The physical plant survey made by the State Regents in the Fall of 1965, revealed these to be the four most crowded campuses in the State System. By expanding the program at Cameron to include the junior and senior years, some enrollment pressures would be alleviated at these campuses.

Enrollments in the State System are projected to rise from 69,264 in 1965, to at least 96,000 by 1970; and at least 120,000 by 1975. In order to accomodate these enrollments, it will be necessary to expand physical facilities in the State System beyond the amount presently planned and programmed for construction. Cameron State Agricultural College now has land holdings sufficient to accommodate a senior college campus. By expanding the program to include the junior and senior years of college not only will enrollment pressures at other senior colleges be relieved, but senior college opportunities will become geographically convenient to a much larger segment of the state's expanding population. In addition, the state will provide more adequately for the post-high school education needs of the personnel stationed at Ft. Sill, a major military installation at Lawton and an important economic asset to Oklahoma.

Appropriate lead time will be needed to plan a senior college curriculum, employ faculty, and phase in the program smoothly. It is recommended that the State Regents expand the curriculum to include the junior class beginning with the 1968 Fall term, and the senior class with the 1969 Fall term. By 1970, it is estimated that Cameron's total enrollment would approach 5,500. By 1975, this institution should be the fourth or fifth largest institution in Oklahoma.

8. **It is recommended that Langston University continue to be developed as an institution of higher learning primarily concerned with meeting the needs of Oklahoma's economically and culturally disadvantaged youth who have both the potential and desire to obtain a college education.**

A careful weighing of the data accumulated in the Self-Study of Higher Education in Oklahoma leads to the conclusion that Langston University should continue to be developed and strengthened. Considering Oklahoma's dramatically mounting higher education enrollments and the resulting press for expanded educational opportunities, the state will need every existing institution, even additional ones, to accommodate the young people who seek and deserve the advantages of higher education. It would be economically unwise to close any existing state institution of higher learning while at the same time seeking to establish new ones elsewhere.

Data from the Self-Study reveal that many of the students attending Langston University come from social backgrounds which have failed to provide all of the rich experiences normally assumed to be possessed by college-bound youth. Even so, graduates of this institution have moved into the world of work and now compete well with graduates of other institutions of higher education. For example, a recent study made by the National Research Council of the National Academy of Sciences shows that some 29 graduates of this institution have gone on to complete doctoral programs in recent years. As shown in the recent McGrath Study, the need for institutions of higher education which seek to provide a college education for less favored youth will be present for many years to come.[5]

By dedicating itself primarily to taking economically and culturally disadvantaged youth who have both the potential and interest in obtaining a college education, and by developing their latent abilities to the fullest, this institution can continue to make a significant contribution to Oklahoma higher education. Four years of such college experience will lift these youth to higher levels of

[5] Earl J. McGrath, *The Predominately Negro Colleges and Universities in Transition*, Teachers College, Columbia University, 1965, 204 pp.

achievement and enable them to build lives personally satisfying and socially productive.

9. **It is recommended that Oklahoma Military Academy continue to provide a military science program so long as the present military emergency exists and that as soon as the current crisis eases with regard to the procurement of commissioned officers, the need for this function be reexamined.**

The administration of OMA has been advised that because of the current shortage of commissioned personnel in the armed services, graduates are eligible for a commission immediately upon completion of the associate degree, which includes two years high school and two years of college R.O.T.C. training. Previously, OMA graduates were not eligible for a commission until they had completed a baccalaureate degree.

Recently, four junior colleges — NEOAMC, Eastern, Murray, and Connors — discontinued their R.O.T.C. programs. Other institutions in Oklahoma that currently have an R.O.T.C. program are the two state universities, Panhandle, and Cameron. In all instances, these students are not eligible for a commission in the armed services until they complete the baccalaureate degree.

Although OMA has offered a four-year high school program since its establishment in 1919, there is some question as to the appropriateness of this function for an institution of higher education. However, to discontinue the high school would be to destroy the military science program. At the time of the reexamination of the need for continuing the military science program at OMA, a review should also be made of the need for the State System to continue to provide high school programs.

10. **It is recommended that Southeastern State College and Panhandle A&M College be authorized to operate as community senior colleges, offering both terminal and baccalaureate degree programs.**

Because of the geographic location of these two senior colleges and the type of clientele they serve, these institutions should provide post-high school vocational-technical programs as well as those leading to the baccalaureate degree. Admission to these institutions should remain essentially as presently defined. The areas in which these institutions are located are not now adequately served by existing community junior colleges, and the expansion of their functions to include terminal curricula will broaden post-high school opportunities in Oklahoma.

11. **It is recommended that the State Regents' admission policies for The Oklahoma State System of Higher Education be revised so as to be compatible with the preceding recommendations in this report, and that they become effective as of the beginning of the 1967-68 academic year.**

When the present admission policies were adopted by the State Regents in January 1963, it was recognized that these policies should be reviewed at the conclusion of the Self-Study of Oklahoma Higher Education and further improved in keeping with findings and recommendations. With the completion of this report on functions and goals of Oklahoma higher education, the State Regents should, with the assistance and cooperation of institutions in the State System, revise admission policy statements to make them compatible with the recommendations in this report.

Admission to state junior colleges in Oklahoma should remain open to all graduates of accredited high schools who have participated in the ACT program; admission to Langston University and to those institutions designated as "community senior colleges" should remain essentially as presently defined for public senior colleges; admission to other senior colleges should be raised to the upper two-thirds of the high school graduating class; the two state universities should be raised to the upper one-half of the high school graduating class. Admission policies should continue to be based on three or more criteria.

12. **It is recommended that legislation be enacted for prescribing criteria for the establishment of municipal junior colleges, and that state support be provided those municipal junior colleges that meet the criteria.**

Because of constitutional limitations on the amount of ad valorem tax that local school districts may impose and the need to use such funds to support the elementary and secondary school program, school districts that have established municipal junior colleges have not been able to obtain adequate

funding for the junior college program. Partially because of inadequate funding, municipal junior colleges in Oklahoma presently are not viable institutions.

Report 4 of the Self-Study of Oklahoma Higher Education contained a recommendation that municipal junior colleges in Oklahoma either be adequately financed or phased out of existence. Legislation should be adopted which provides criteria for the establishment and operation of municipal junior colleges, and additional state funds should be requested to help underwrite the cost of those municipal junior colleges that meet the criteria.

Appendix A

LIST OF INSTITUTIONAL ABBREVIATIONS AND PARTICIPATING INSTITUTIONS

State Institutions

OU	--University of Oklahoma, Norman	Universities
OSU	--Oklahoma State University, Stillwater	
CSC	--Central State College, Edmond	4-Year Colleges
ECSC	--East Central State College, Ada	
NESC	--Northeastern State College, Tahlequah	
NWSC	--Northwestern State College, Alva	
SESC	--Southeastern State College, Durant	
SWSC	--Southwestern State College, Weatherford	
OCLA	--Oklahoma College of Liberal Arts, Chickasha	
PAMC	--Panhandle A. & M. College, Goodwell	
LU	--Langston University, Langston	
Cameron	--Cameron State Agricultural College, Lawton	2-Year Colleges
Connors	--Connors State Agricultural College, Warner	
Eastern	--Eastern Oklahoma A. & M. College, Wilburton	
Murray	--Murray State Agricultural College, Tishomingo	
NEOAMC	--Northeastern Oklahoma A. & M. College, Miami	
NOC	--Northern Oklahoma College, Tonkawa	
OMA	--Oklahoma Military Academy, Claremore	

Private Institutions

Tulsa	--University of Tulsa, Tulsa	University
Bethany	--Bethany Nazarene College, Bethany	4-Year Colleges
OBU	--Oklahoma Baptist University, Shawnee	
OCC	--Oklahoma Christian College, Oklahoma City	
OCU	--Oklahoma City University, Oklahoma City	
ORU	--Oral Roberts University, Tulsa	
Phillips	--Phillips University, Enid	
Bacone	--Bacone College, Bacone	2-Year Colleges
Cen. Pil.	--Central Pilgrim College, Bartlesville	
St. Greg.	--St. Gregory's College, Shawnee	
Southwestern	--Southwestern College, Oklahoma City	

Municipal Institutions

Altus	--Altus Junior College, Altus	2-Year Colleges
El Reno	--El Reno Junior College, El Reno	
Poteau	--Poteau Community College, Poteau	
Sayre	--Sayre Junior College, Sayre	
Seminole	--Seminole Junior College, Seminole	

Appendix B

THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

State Capitol, Oklahoma City

INSTITUTION CODE NO.

A Survey of Opinion on
GOALS FOR HIGHER EDUCATION

FACULTY FORM

PART I

Instructions: Please check the box which precedes the appropriate response to each of the following items.

1. Do you hold a full-time appointment on the faculty of your institution?

   [1] Yes

   [2] No

2. Please indicate your academic rank.

   [1] Professor

   [2] Associate Professor

   [3] Assistant Professor

   [4] Instructor

   [5] Other (Specify _____)

3. Please report your total years of college teaching experience.

   [1] 0 through 4 years

   [2] 5 through 9 years

   [3] 10 through 14 years

   [4] 15 through 19 years

   [5] 20 years or more

4-5. Please indicate your *primary* teaching field.

   [01] Agriculture

   [02] Biological Science

   [03] Business

   [04] Education

   [05] Fine Arts and Humanities

   [06] Foreign and Classical Language

   [07] Home Economics

   [08] Engineering

   [09] Language Arts

   [10] Law

   [11] Vocational-Technical

   [12] Physical and Earth Science

   [13] Public Health

   [14] Social Science

   [15] Veterinary Medicine

   [16] Other (Specify _____)

38/39/40/41

GOALS FOR HIGHER EDUCATION

PART II

Instructions: After reading each statement carefully, please *check* the number in the box in the left-hand margin which best represents your reaction to the statement. Upon completion of the questionnaire, please use the enclosed addressed envelope to mail it directly to the office of the State Regents. Thank you.

Response Key:
1 = I strongly agree or accept the statement.
2 = I tend to agree or accept the statement.
3 = I neither agree nor disagree, or I have no opinion.
4 = I tend to disagree or reject the statement.
5 = I strongly disagree or reject the statement.

SECTION I — WHO SHOULD GO TO COLLEGE?

[1] [2] [3] [4] [5] 6. An "open door" (non-limited) admission policy should operate in all public junior colleges.

[1] [2] [3] [4] [5] 7. An "open door" (non-limited) admission policy should operate in all public four-year colleges.

[1] [2] [3] [4] [5] 8. An "open door" (non-limited) admission policy should operate in all public universities.

[1] [2] [3] [4] [5] 9. College opportunities should be limited to high school graduates who demonstrate above average work in the academic subjects.

[1] [2] [3] [4] [5] 10. Admission to a college should be based primarily upon the recommendation of the high school.

[1] [2] [3] [4] [5] 11. Students who come from out-of-state should pay higher tuition and/or fees than students who come from Oklahoma.

[1] [2] [3] [4] [5] 12. Non-resident graduate students should be required to pay extra fees.

[1] [2] [3] [4] [5] 13. No high school graduate should be denied the opportunity to go to college even though his family can't afford to send him.

[1] [2] [3] [4] [5] 14. All qualified students who are without adequate financial resources should be actively sought out and furnished with appropriate resources.

Additional Comments: _____

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SECTION II — WHAT KINDS OF POST-HIGH SCHOOL EDUCATIONAL OPPORTUNITIES SHOULD BE PROVIDED IN OKLAHOMA?

[1] [2] [3] [4] [5] 15. Liberal Arts or "general education" should form the core of the curriculum of all institutions of higher education.

[1] [2] [3] [4] [5] 16. An important part of a "general education" program is provided by the informal opportunities to learn from the fellow students (*i.e.* dormitory bull-sessions, adjusting to student organizations, activities, etc.).

[1] [2] [3] [4] [5] 17. Each professor should be concerned with "general education" regardless of his specialty.

[1] [2] [3] [4] [5] 18. A central purpose of the college curricula is to prepare the student for successful citizenship.

[1] [2] [3] [4] [5] 19. All students do not require the same experiences in a general education program.

[1] [2] [3] [4] [5] 20. Students interested in developing specific vocational skills do not need a program in general education beyond the high school.

[1] [2] [3] [4] [5] 21. It is good for the student to live away from home when attending college.

Additional Comments: _____

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SECTION III — WHAT KINDS OF POST-HIGH SCHOOL EDUCATIONAL OPPORTUNITIES SHOULD BE PROVIDED IN OKLAHOMA?

1 2 3 4 5	22. Post-high school education should be limited to education commonly called "academic" and that which serves as preparation for the professions.
1 2 3 4 5	23. Collegiate-level programs should include trade and technical education.
1 2 3 4 5	24. Collegiate-level programs should include the liberal arts.
1 2 3 4 5	25. Collegiate-level programs should include preparation for the professions.
1 2 3 4 5	26. Collegiate-level programs should include graduate education.
1 2 3 4 5	27. Collegiate-level programs should include adult or continuing education.
1 2 3 4 5	28. Each institution, public or private, should offer a complete range of programs.
1 2 3 4 5	29. A state plan for higher education should eliminate unnecessary program duplication among Oklahoma institutions of higher education.
1 2 3 4 5	30. A state plan for higher education should plan specifically for cooperatively conducted programs among the various institutions of higher education.
1 2 3 4 5	31. Long-range planning for higher education in Oklahoma must consider the resources and contributions of both public and private colleges and universities.
1 2 3 4 5	32. Collegiate-level programs of less than four years duration should be available.
1 2 3 4 5	33. Each institution should make provision for a large per cent of its student body to live on-campus.
1 2 3 4 5	34. Non-degree programs should provide vocational and technical education of a specific nature.
1 2 3 4 5	35. Non-degree programs should be conducted in specialized collegiate-level institutions such as community colleges.

Additional Comments: ----------

SECTION IV — WHO SHOULD BEAR THE COST OF HIGHER EDUCATION?

1 2 3 4 5	36. Society in general is the primary beneficiary of higher education.
1 2 3 4 5	37. The individual student is the primary beneficiary of higher education.
1 2 3 4 5	38. A college education should be provided from the public treasury for every individual who qualifies for admission.
1 2 3 4 5	39. Oklahoma should provide higher education opportunities with the lowest possible cost to the student.
1 2 3 4 5	40. As the costs of higher education rise, student charges should also rise proportionately.
1 2 3 4 5	41. Educational expenditures of public funds should be considered as a public investment in the human resources of society.
1 2 3 4 5	42. Students from outside Oklahoma attending state institutions should pay higher tuition and/or fee rates than do residents of Oklahoma.
1 2 3 4 5	43. Student fees should be assessed in proportion to the varying costs of education at the different *levels* of instruction (that is, the lower division, upper division, and graduate division).
1 2 3 4 5	44. A state program of financial support for private colleges should be developed.
1 2 3 4 5	45. A state program of financial support for municipal colleges should be developed.

Additional Comments: ----------

SECTION V — WHAT SHOULD HIGHER EDUCATION DO TO SUPPORT INDUSTRIAL DEVELOPMENT IN OKLAHOMA?

[1] [2] [3] [4] [5] 46. Specific graduate and research-oriented programs should be developed for the purpose of attracting industry.

[1] [2] [3] [4] [5] 47. Institutions of higher education should consciously seek to serve the needs of the business and industrial segments of society.

[1] [2] [3] [4] [5] 48. Universities should expand their "public service" activities (such as community-resource studies, market research, speakers' bureaus, etc.).

[1] [2] [3] [4] [5] 49. Colleges should expand their "public service" activities.

[1] [2] [3] [4] [5] 50. Institutions of higher education must accept greater responsibility for transmitting new knowledge to business and industry.

[1] [2] [3] [4] [5] 51. An emerging function of higher education should be the training and re-training of the industrial labor force for employment in a technological society.

[1] [2] [3] [4] [5] 52. The availability of higher education is less important in attracting new industry to the state than other economic factors (such as communications, labor force, tax structure, etc.).

Additional Comments: .....

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SECTION VI — WHAT SHOULD HIGHER EDUCATION DO TO ASSIST IN THE SOLUTION OF SOCIAL PROBLEMS?

[1] [2] [3] [4] [5] 53. Involvement in the solution of day-to-day social problems inhibits the discharge of the primary function of institutions of higher education.

[1] [2] [3] [4] [5] 54. Institutions of higher education should assume leadership for the solution of problems inherent in the urbanization of Oklahoma.

[1] [2] [3] [4] [5] 55. Institutions of higher education should assume leadership for the solution of the unemployment problem.

[1] [2] [3] [4] [5] 56. Institutions of higher education should assume leadership for the solution of problems of race relations.

[1] [2] [3] [4] [5] 57. Institutions of higher education should be agents of social change.

Additional Comments: .....

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SECTION VII — WHAT SHOULD HIGHER EDUCATION DO TO PROMOTE CULTURAL DEVELOPMENT IN OKLAHOMA?

[1] [2] [3] [4] [5] 58. Each institution of higher education ought to be a cultural center.

[1] [2] [3] [4] [5] 59. There is an anti-intellectual climate in Oklahoma.

[1] [2] [3] [4] [5] 60. Specific institutions in the state should develop outstanding programs in one of the fine arts.

[1] [2] [3] [4] [5] 61. Each state university should include a poet-in-residence, an artist-in-residence, and a composer-in-residence.

[1] [2] [3] [4] [5] 62. Art museums should be developed and maintained on college campuses in Oklahoma.

[1] [2] [3] [4] [5] 63. Colleges and universities should work with public schools in the development of cultural programs.

[1] [2] [3] [4] [5] 64. University-related publishing activities should expand publication of literary works.

[1] [2] [3] [4] [5] 65. Art colonies, writers' workshops, and music camps should be conducted on each campus each year.

Additional Comments: .....

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SUMMARY OF OPINIONNAIRE RESPONSES

	Item	No Response	Strongly Agree	Tend to Agree	Neither Agree nor Disagree	Tend to Disagree	Strongly Disagree
Faculty Responses							
SECTION I: Who should go to college?	6.	12	597	645	82	321	165
	7.	14	210	358	82	672	486
	8.	13	148	231	63	588	779
	9.	43	239	501	88	611	340
	10.	27	56	332	183	726	498
	11.	5	837	617	101	149	113
	12.	19	440	464	166	379	354
	13.	43	687	513	155	267	157
	14.	22	606	623	151	271	149
SECTION II: Should all college students receive a general education?	15.	17	628	643	88	298	148
	16.	12	319	853	233	290	115
	17.	14	773	708	80	159	88
	18.	15	826	702	103	118	58
	19.	17	672	843	93	140	57
	20.	21	108	274	103	714	602
	21.	19	469	750	431	119	34
SECTION III: What kinds of post-high school educational opportunities should be provided in Oklahoma?	22.	42	101	196	97	658	728
	23.	30	465	669	136	327	195
	24.	8	1217	553	24	12	8
	25.	13	1228	524	30	17	10
	26.	41	1095	450	106	95	35
	27.	32	850	670	167	73	30
	28.	29	158	215	137	609	674
	29.	47	609	584	166	253	163
	30.	19	695	769	195	111	33
	31.	12	1003	652	91	39	25
	32.	19	791	697	148	105	62
	33.	19	538	767	290	156	52
	34.	27	633	832	208	88	34
	35.	26	350	717	436	214	79

Summary of Opinionnaire Responses (Continued)

	Item	No Response	Strongly Agree	Tend to Agree	Neither Agree nor Disagree	Tend to Disagree	Strongly Disagree
Faculty Responses (Continued)							
SECTION IV: Who should bear the cost of higher education?	36.	36	948	557	97	155	29
	37.	55	361	525	146	552	183
	38.	29	219	295	147	604	528
	39.	17	675	730	95	221	84
	40.	16	392	936	138	255	85
	41.	19	1046	653	59	32	13
	42.	12	773	704	91	142	100
	43.	11	284	579	275	415	258
	44.	14	98	164	240	503	803
	45.	20	175	479	334	402	412
SECTION V: What should higher education do to support industrial development in Oklahoma?	46.	21	481	742	225	233	120
	47.	19	539	873	161	156	74
	48.	20	422	849	281	189	61
	49.	28	515	832	258	151	38
	50.	28	515	832	258	151	38
	51.	29	318	731	280	332	132
	52.	33	144	411	326	542	366
SECTION VI: What should higher education do to assist in the solution of social problems?	53.	39	128	426	323	627	279
	54.	36	328	743	332	312	71
	55.	37	187	495	412	493	198
	56.	31	316	634	295	365	181
	57.	52	351	660	342	278	139
SECTION VII: What should higher education do to promote cultural development in Oklahoma?	58.	9	1071	605	56	57	24
	59.	19	282	465	277	547	232
	60.	23	583	708	241	194	73
	61.	19	291	454	542	326	190
	62.	12	466	790	306	182	66
	63.	20	705	875	145	60	17
	64.	15	507	720	398	146	36
	65.	31	362	627	404	268	130

Summary of Opinionnaire Responses (Continued)

	Item	No Response	Strongly Agree	Tend to Agree	Neither Agree nor Disagree	Tend to Disagree	Strongly Disagree
Student Responses							
SECTION I: Who should go to college?	6.	--	77	104	15	108	23
	7.	--	23	66	15	146	77
	8.	2	22	52	17	134	100
	9.	9	29	75	10	139	65
	10.	3	7	71	18	143	85
	11.	--	99	125	29	44	30
	12.	3	38	75	62	91	58
	13.	3	168	95	20	31	10
	14.	1	136	118	17	38	17
SECTION II: Should all college students receive a general education?	15.	1	76	153	27	61	9
	16.	--	173	120	16	11	7
	17.	--	93	121	33	58	22
	18.	1	165	119	24	16	2
	19.	--	112	169	20	25	1
	20.	2	15	36	20	153	101
	21.	1	212	74	32	7	1
SECTION III: What kinds of post-high school educational opportunities should be provided in Oklahoma?	22.	3	13	56	33	140	82
	23.	2	82	162	33	36	12
	24.	--	185	135	5	1	1
	25.	--	202	118	4	1	2
	26.	1	184	107	19	15	1
	27.	1	151	149	21	4	1
	28.	2	108	75	27	94	21
	29.	7	66	85	73	65	31
	30.	2	105	143	48	21	8
	31.	--	143	161	17	2	4
	32.	4	113	156	26	24	4
	33.	1	169	123	22	9	3
	34.	--	92	174	52	7	2
	35.	--	51	150	75	47	4

Summary of Opinionnaire Responses (Continued)

	Item	No Response	Strongly Agree	Tend to Agree	Neither Agree nor Disagree	Tend to Disagree	Strongly Disagree
Student Responses (Continued)							
SECTION IV: Who should bear the cost of higher education?	36.	1	128	126	14	49	9
	37.	2	85	126	20	77	17
	38.	5	22	41	32	136	91
	39.	--	140	149	11	26	1
	40.	3	37	155	42	73	17
	41.	--	143	154	16	11	3
	42.	--	89	145	29	42	22
	43.	--	33	124	62	81	27
	44.	1	35	64	40	105	82
	45.	2	44	139	61	63	18
SECTION V: What should higher education do to support industrial development in Oklahoma?	46.	3	92	147	49	34	2
	47.	2	74	171	32	44	4
	48.	1	66	172	65	18	5
	49.	1	69	152	74	26	5
	50.	2	75	180	47	21	2
	51.	4	48	159	51	53	12
	52.	3	16	109	49	89	61
SECTION VI: What should higher education do to assist in the solution of social problems?	53.	2	15	90	66	117	37
	54.	1	28	141	70	76	11
	55.	1	19	117	64	111	15
	56.	1	48	128	41	82	27
	57.	1	57	152	55	49	13
SECTION VII: What should higher education do to promote cultural development in Oklahoma?	58.	--	143	154	15	13	2
	59.	2	50	91	44	94	46
	60.	2	95	150	38	40	2
	61.	--	43	94	107	63	20
	62.	--	81	136	68	33	9
	63.	--	113	184	20	9	1
	64.	1	90	162	57	15	2
	65.	3	84	145	54	38	3

Summary of Opinionnaire Responses (Continued)

	Item	No Response	Strongly Agree	Tend to Agree	Neither Agree nor Disagree	Tend to Disagree	Strongly Disagree
Alumni Responses							
SECTION I: Who should go to college?	6.	1	154	197	20	125	44
	7.	2	53	106	22	216	142
	8.	3	46	82	23	202	185
	9.	6	61	132	21	199	122
	10.	2	33	113	46	206	141
	11.	--	228	170	29	66	48
	12.	4	106	121	61	144	105
	13.	5	227	178	25	74	32
	14.	3	187	173	34	111	33
SECTION II: Should all college students receive a general education?	15.	5	156	235	30	83	32
	16.	4	165	247	50	59	16
	17.	3	150	229	30	94	35
	18.	6	214	242	22	46	11
	19.	3	198	283	31	20	6
	20.	4	22	81	20	237	177
	21.	2	245	196	73	24	1
SECTION III: What kinds of post-high school educational opportunities should be provided in Oklahoma?	22.	10	22	89	36	214	170
	23.	2	139	266	41	65	28
	24.	1	279	242	14	4	1
	25.	1	331	195	9	3	2
	26.	2	302	183	34	17	3
	27.	2	269	220	29	16	5
	28.	4	133	117	48	169	70
	29.	3	137	188	82	99	32
	30.	3	180	257	63	28	10
	31.	5	253	260	10	9	4
	32.	4	174	255	66	31	7
	33.	2	209	226	66	31	7
	34.	3	182	285	49	20	2
	35.	4	112	229	132	52	12

Summary of Opinionnaire Responses (Continued)

	Item	No Response	Strongly Agree	Tend to Agree	Neither Agree nor Disagree	Tend to Disagree	Strongly Disagree
Alumni Responses (Continued)							
SECTION IV: Who should bear the cost of higher education?	36.	4	234	203	31	56	13
	37.	5	128	175	38	158	37
	38.	6	31	56	30	221	197
	39.	4	206	235	23	61	12
	40.	4	82	308	54	80	13
	41.	6	205	269	41	13	7
	42.	2	202	202	31	69	35
	43.	5	77	198	86	120	55
	44.	3	40	68	79	169	182
	45.	3	62	198	102	113	63
SECTION V: What should higher education do to support industrial development in Oklahoma?	46.	6	156	259	79	32	9
	47.	5	146	306	37	43	4
	48.	5	111	274	100	44	7
	49.	8	98	262	105	58	10
	50.	9	135	277	81	34	5
	51.	9	102	255	85	79	11
	52.	10	32	141	95	167	96
SECTION VI: What should higher education do to assist in the solution of social problems?	53.	9	31	142	107	201	51
	54.	6	57	241	94	118	25
	55.	4	49	176	87	177	48
	56.	5	75	194	71	137	59
	57.	9	82	235	84	89	42
SECTION VII: What should higher education do to promote cultural development in Oklahoma?	58.	4	254	218	31	33	1
	59.	4	60	127	82	203	65
	60.	6	144	255	81	47	8
	61.	4	72	146	169	113	37
	62.	5	113	247	100	64	12
	63.	4	189	283	46	16	3
	64.	5	132	257	120	25	2
	65.	3	123	242	98	62	13

Summary of Opinionnaire Responses (Continued)

	Item	No Response	Strongly Agree	Tend to Agree	Neither Agree nor Disagree	Tend to Disagree	Strongly Disagree
Leading Citizens Responses							
SECTION I: Who should go to college?	6.	2	32	30	1	11	13
	7.	3	13	17	3	29	24
	8.	3	9	15	3	29	30
	9.	3	15	27	2	22	20
	10.	4	7	18	10	25	25
	11.	--	62	21	2	3	1
	12.	--	37	28	7	11	6
	13.	1	36	23	8	15	6
	14.	3	32	24	4	20	6
SECTION II: Should all college students receive a general education?	15.	1	36	38	2	7	5
	16.	1	18	40	14	13	3
	17.	1	44	27	4	11	2
	18.	--	49	33	3	4	--
	19.	1	30	42	8	7	1
	20.	1	10	12	3	37	26
	21.	1	18	42	17	10	1
SECTION III: What kinds of post-high school educational opportunities should be provided in Oklahoma?	22.	5	7	9	3	34	31
	23.	3	25	37	5	15	4
	24.	2	49	35	1	2	--
	25.	3	51	30	1	3	1
	26.	2	45	27	7	8	--
	27.	3	46	33	2	4	1
	28.	2	6	12	8	33	28
	29.	4	38	23	6	10	8
	30.	2	52	30	3	1	1
	31.	2	62	22	1	--	2
	32.	3	39	37	7	1	2
	33.	2	24	34	14	12	3
	34.	3	38	39	6	3	--
	35.	3	20	46	15	4	1

Summary of Opinionnaire Responses (Continued)

	Item	No Response	Strongly Agree	Tend to Agree	Neither Agree nor Disagree	Tend to Disagree	Strongly Disagree
Leading Citizens Responses (Continued)							
SECTION IV: Who should bear the cost of higher education?	36.	8	42	28	4	6	1
	37.	10	22	26	4	22	5
	38.	4	6	10	5	31	33
	39.	3	37	38	3	6	2
	40.	2	29	44	5	6	3
	41.	4	37	40	4	2	2
	42.	1	55	28	3	2	--
	43.	3	29	37	10	7	3
	44.	4	5	10	10	29	31
	45.	3	15	27	14	15	15
SECTION V: What should higher education do to support industrial development in Oklahoma?	46.	2	41	35	4	6	1
	47.	1	40	42	4	1	1
	48.	1	25	41	7	13	2
	49.	1	22	38	13	13	2
	50.	3	35	40	3	8	--
	51.	2	19	38	11	15	4
	52.	2	19	38	11	15	4
SECTION VI: What should higher education do to assist in the solution of social problems?	53.	3	10	28	12	26	10
	54.	1	14	35	12	18	9
	55.	2	6	18	14	34	15
	56.	1	7	25	12	26	18
	57.	1	11	21	12	30	14
SECTION VII: What should higher education do to promote cultural development in Oklahoma?	58.	2	43	35	3	4	2
	59.	--	7	13	8	30	31
	60.	--	30	44	6	9	--
	61.	1	5	21	29	23	10
	62.	--	5	33	28	15	8
	63.	1	29	49	7	2	1
	64.	1	14	33	23	13	5
	65.	2	11	29	21	19	7

Appendix C

OPINIONS OF PRESIDENTS ON FUNCTIONS
OF THEIR INSTITUTIONS

Functions and Types of Institutions*	Presidents' Responses: Is and Should Be a Function of this Institution	Is But Should Not Be a Function of this Institution	Is Not But Should Be a Function of this Institution	Is Not and Should Not Be a Function of this Institution
Remedial Instruction				
State Sr. Instits.	4	2	0	5
State Jr. Instits.	3	1	1	2
Pvt. Sr. Instits.	2	2	0	1
Pvt. Jr. Instits.	2	1	0	0
Mun. Jr. Colleges	2	1	2	0
Basic General Ed.				
State Sr. Instits.	11	0	0	0
State Jr. Instits.	7	0	0	0
Pvt. Sr. Instits.	5	0	0	0
Pvt. Jr. Instits.	3	0	0	0
Mun. Jr. Colleges	5	0	0	0
Voc.-Tech. Ed. Below Bachelor's Level				
State Sr. Instits.	4	0	3	4
State Jr. Instits.	6	0	0	1
Pvt. Sr. Instits.	0	0	0	4-1**
Pvt. Jr. Instits.	1	0	0	2
Mun. Jr. Colleges	4	0	1	0
Ed. for Associate Degree				
State Sr. Instits.	2	1	3	5
State Jr. Instits.	7	0	0	0
Pvt. Sr. Instits.	1	0	0	4
Pvt. Jr. Instits.	3	0	0	0
Mun. Jr. Colleges	5	0	0	0
Ed. for Bachelor's Degree				
State Sr. Instits.	11	0	0	0
State Jr. Instits.	3	0	0	4
Pvt. Sr. Instits.	5	0	0	0
Pvt. Jr. Instits.	1	0	0	2
Mun. Jr. Colleges	1	0	0	4
Ed. for Bach. or 1st Prof. Degree				
State Sr. Instits.	10	0	1	0
State Jr. Instits.	3	0	0	4
Pvt. Sr. Instits.	5	0	0	0
Pvt. Jr. Instits.	0	0	0	3
Mun. Jr. Colleges	1	0	0	4

*Complete statements of the functions given here in abbreviated form appear in the preceding questionnaire form.

**A minus number, (e.g., -1), means there was no reply by that number of institutions to this question.

Functions and Types of Institutions	Presidents' Responses: Is and Should Be a Function of this Institution	Is But Should Not Be a Function of this Institution	Is Not But Should Be a Function of this Institution	Is Not and Should Not Be a Function of this Institution
Grad. Ed. for M.A.T.				
State Sr. Instits.	7	0	1	2-1
State Jr. Instits.	1	0	0	6
Pvt. Sr. Instits.	2	0	0	3
Pvt. Jr. Instits.	0	0	0	3
Mun. Jr. Colleges	0	0	0	5
Grad. Ed. for Master's &/or other 2nd Prof. Degree				
State Sr. Instits.	3	0	6	1-1
State Jr. Instits.	1	0	0	6
Pvt. Sr. Instits.	2	0	0	3
Pvt. Jr. Instits.	0	0	0	3
Mun. Jr. Colleges	0	0	0	5
Grad. Ed. for Doctor's Degree				
State Sr. Instits.	2	0	1	8
State Jr. Instits.	1	0	0	6
Pvt. Sr. Instits.	1	0	1	3
Pvt. Jr. Instits.	0	0	0	3
Mun. Jr. Colleges	0	0	0	5
Organized Research from Instit. Funds				
State Sr. Instits.	4	0	6	1
State Jr. Instits.	2	0	1	4
Pvt. Sr. Instits.	4	0	0	1
Pvt. Jr. Instits.	1	0	0	2
Mun. Jr. Colleges	0	0	0	5
Research or Training Financed by Fed. or Pvt. Agencies				
State Sr. Instits.	8	0	2	1
State Jr. Instits.	1	0	2	4
Pvt. Sr. Instits.	4	0	1	0
Pvt. Jr. Instits.	0	0	1	2
Mun. Jr. Colleges	0	0	2	3
On-Campus Adult Ed.				
State Sr. Instits.	8	0	3	0
State Jr. Instits.	6	0	1	0
Pvt. Sr. Instits.	5	0	0	0
Pvt. Jr. Instits.	3	0	0	0
Mun. Jr. Colleges	5	0	0	0
Off-Campus Adult Ed.				
State Sr. Instits.	8	0	1	2
State Jr. Instits.	0	0	5	2
Pvt. Sr. Instits.	3	0	0	2
Pvt. Jr. Instits.	0	0	3	0
Mun. Jr. Colleges	1	0	3	1

Functions and Types of Institutions	Presidents' Responses: Is and Should Be a Function of this Institution	Is But Should Not Be a Function of this Institution	Is Not But Should Be a Function of this Institution	Is Not and Should Not Be a Function of this Institution
Recreational Services for General Public				
State Sr. Instits.	1	0	3	7
State Jr. Instits.	3	0	2	2
Pvt. Sr. Instits.	1	0	0	4
Pvt. Jr. Instits.	0	0	0	3
Mun. Jr. Colleges	0	0	1	4
Health Services for General Public				
State Sr. Instits.	1	0	2	8
State Jr. Instits.	1	0	1	5
Pvt. Sr. Instits.	1	0	0	4
Pvt. Jr. Instits.	0	0	0	3
Mun. Jr. Colleges	0	0	1	4
Entertainment for General Public				
State Sr. Instits.	2	1	4	4
State Jr. Instits.	2	0	2	3
Pvt. Sr. Instits.	3	0	1	1
Pvt. Jr. Instits.	0	0	1	2
Mun. Jr. Colleges	0	0	1	4
Cultural Activities for General Public				
State Sr. Instits.	7	0	2	2
State Jr. Instits.	5	0	1	1
Pvt. Sr. Instits.	4	0	0	1
Pvt. Jr. Instits.	1	0	2	0
Mun. Jr. Colleges	0	0	2	3
Services Relating to Student Health				
State Sr. Instits.	9	0	2	0
State Jr. Instits.	5	0	1	1
Pvt. Sr. Instits.	4	0	0	1
Pvt. Jr. Instits.	3	0	0	0
Mun. Jr. Colleges	2	0	3	0
Counseling & Guidance				
State Sr. Instits.	11	0	0	0
State Jr. Instits.	7	0	0	0
Pvt. Sr. Instits.	5	0	0	0
Pvt. Jr. Instits.	3	0	0	0
Mun. Jr. Colleges	3	0	2	0
To Provide Faculty With a Forum for Open Discussion				
State Sr. Instits.	7	1	2	1
State Jr. Instits.	5	0	2	0
Pvt. Sr. Instits.	4	1	0	0
Pvt. Jr. Instits.	2	0	1	0
Mun. Jr. Colleges	0	0	3	2

Functions and Types of Institutions	Presidents' Responses: Is and Should Be a Function of this Institution	Is But Should Not Be a Function of this Institution	Is Not But Should Be a Function of this Institution	Is Not and Should Not Be a Function of this Institution
To Provide Students With a Forum for Open Discussion				
State Sr. Institts.	6	1	3	1
State Jr. Institts.	5	0	1	0-1
Pvt. Sr. Institts.	5	0	0	0
Pvt. Jr. Institts.	3	0	0	0
Mun. Jr. Colleges	0	0	4	1
Free Consultation Services to Pub. & Non-profit Agencies				
State Sr. Institts.	4	0	4	3
State Jr. Institts.	3	0	2	2
Pvt. Sr. Institts.	2	0	1	2
Pvt. Jr. Institts.	1	0	2	0
Mun. Jr. Colleges	0	0	1	4
Free Consultation Services to Pvt. Enterprise				
State Sr. Institts.	2	0	2	6-1
State Jr. Institts.	3	0	2	2
Pvt. Sr. Institts.	2	0	0	3
Pvt. Jr. Institts.	0	0	2	1
Mun. Jr. Colleges	0	0	1	4
Military Training				
State Sr. Institts.	3	0	3	5
State Jr. Institts.	5	0	1	1
Pvt. Sr. Institts.	1	0	0	4
Pvt. Jr. Institts.	0	0	0	3
Mun. Jr. Colleges	0	0	1	4
Ed. Designed Especially for Women				
State Sr. Institts.	5	0	2	4
State Jr. Institts.	1	0	0	6
Pvt. Sr. Institts.	1	0	0	4
Pvt. Jr. Institts.	0	0	1	2
Mun. Jr. Colleges	0	0	0	5
Ed. Designed Especially for Men				
State Sr. Institts.	5	0	1	5
State Jr. Institts.	2	0	0	5
Pvt. Sr. Institts.	1	0	0	4
Pvt. Jr. Institts.	1	0	0	2
Mun. Jr. Colleges	0	0	0	5

Functions and Types of Institutions	Presidents' Responses: Is and Should Be a Function of this Institution	Is But Should Not Be a Function of this Institution	Is Not But Should Be a Function of this Institution	Is Not and Should Not Be a Function of this Institution
Prepare for Ministry & Church-related Vocations				
State Sr. Instits.	1	0	1	9
State Jr. Instits.	1	0	0	6
Pvt. Sr. Instits.	5	0	0	0
Pvt. Jr. Instits.	3	0	0	0
Mun. Jr. Colleges	1	0	0	4
Provide Ed. in a Christion Atmosphere				
State Sr. Instits.	8	0	0	1-2
State Jr. Instits.	5	0	0	2
Pvt. Sr. Instits.	5	0	0	0
Pvt. Jr. Instits.	3	0	0	0
Mun. Jr. Colleges	3	0	0	2
Flight Training				
State Sr. Instits.	0	0	1	0
State Jr. Instits.				
Pvt. Sr. Instits.				
Pvt. Jr. Instits.				
Mun. Jr. Colleges				
Six-yr. Degree				
State Sr. Instits.	0	0	1	0